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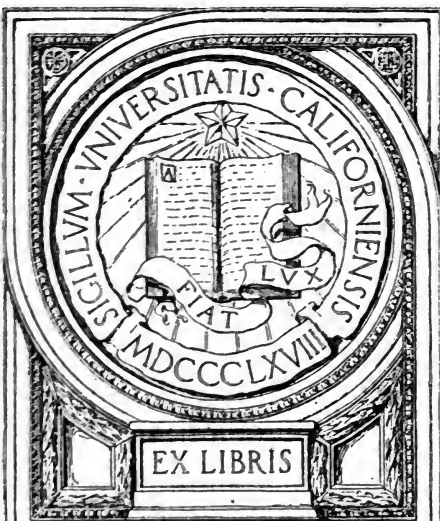


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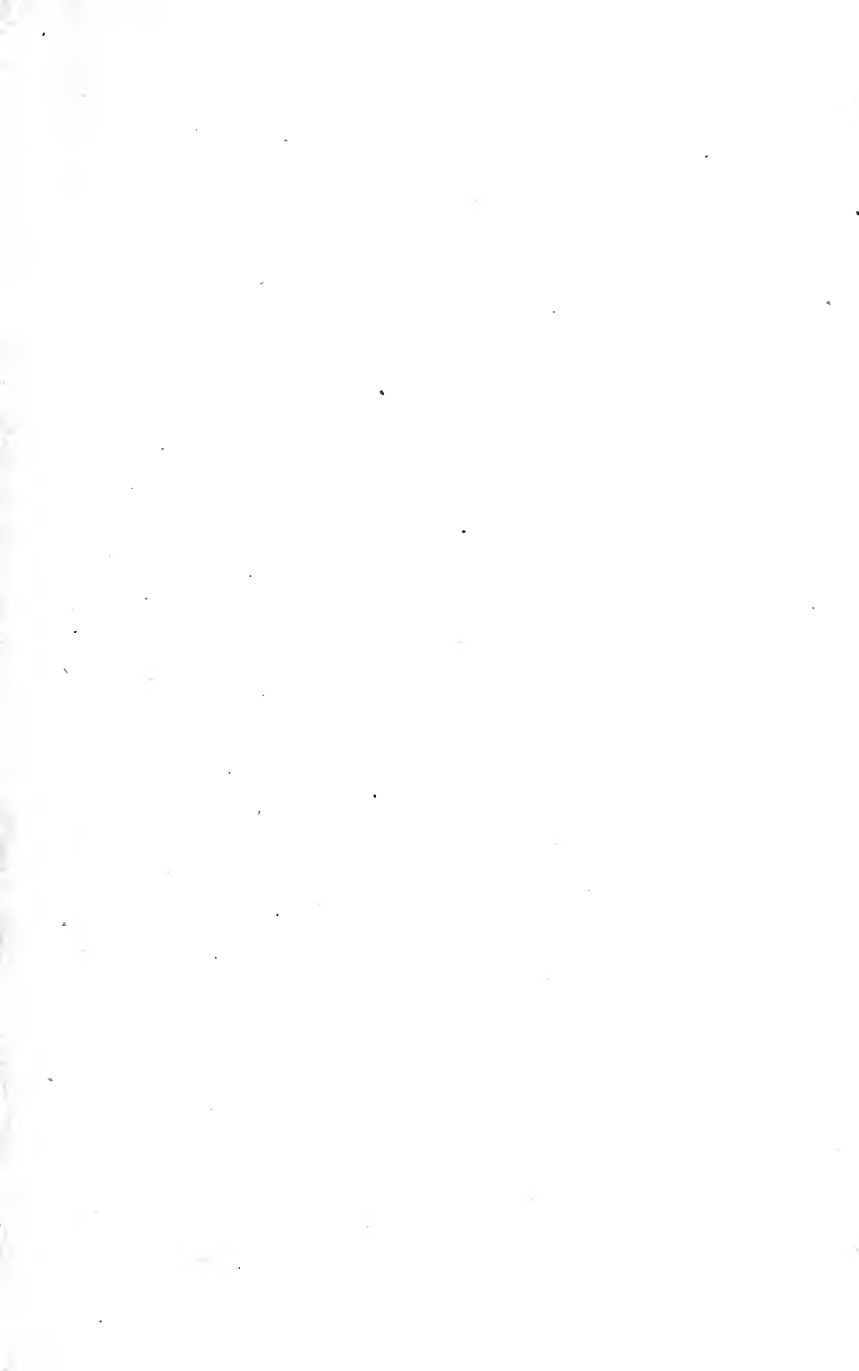
**The Stockton Schools
From Pioneer Days**
HOLLEMBEAK



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A History of the Public Schools of Stockton, California

By

Jessie Ryan Hollembeak

(Stockton High School, 1893; Stanford University, 1897)



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THE VIVID
ANALYSIS

To the
Alaska-Yukon-Pacific Exposition



Preface

The writer entered the schools of Stockton in her thirteenth year and, since that time, with the exception of four years spent in special study, has been closely connected with them as pupil and teacher. Having thus grown up with the schools, her interest in their progress has been deep, yet the idea of marking their footsteps in words was due to no conception of her own, but to the suggestion of that tireless worker in their upbuilding, Superintendent James A. Barr.

To Mr. Barr's kindly placing at my disposal the records of the Board of Education, the documents filed in his office and his private collection of newspaper clippings, old manuals and manuscripts, must be traced a large part of the information embodied in this work.

Other sources of statements made are the records of the Common Council of the City of Stockton, the State Superintendent's annual reports and the early-day Stockton newspapers, together with histories of the state and of the city. Valuable articles upon the Spanish-Californian rule were found in magazines in the Stockton Free Library and in the State Library at Sacramento, while the manuscripts and printed histories of the historian of Stockton, Mr. George Tinkham, were teeming with interesting facts.

Enlightenment on many facts of earlier years has been gained from conversations and interviews with old residents of the city, who have gladly recalled their experiences as school officers, teachers or pupils in the pioneer days. In fact, the search for reliable information has been made far and wide, and my hope is that none may find inaccuracies of fact or opinion herein.

JESSIE RYAN HOLLEMBEAK.

Stockton, California, June 1st, 1909.



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The Stockton Schools From Pioneer Days

Education Under the Spanish Regime

In reviewing the rise and progress of Stockton's schools, it is interesting to survey first the early history of education in the state, although it cannot be said that the feeble efforts after learning under the Spanish regime furnished in any way a foundation for California's present satisfactory school system.

✓ In the far off days of *dolce far niente*, when California was a distant Spanish province, a good governor, anxious to benefit his people and redeem them from their indolent habits and weakening vices, endeavored to establish a system of semi-public schools. This wise man was Diego de Borica, seventh Spanish governor of California. Concerning his efforts, the historian, Hittell, says: "The first important document found in the California archives on the subject (education) is a letter of Borica's to the commandant of the guard at San Jose, relative to contributions to be made for the pay of a school teacher named Manuel Vargas, and expressing his satisfaction at the fair prospects of establishing a school at the place where the children might be instructed in religion and taught to read and write. But promises are cheaper than performances. When the time came the people of San Jose did



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not respond. Borica, however, had the matter at heart and was determined. In July, 1795, he ordered the alcalde at San Jose to compel the colonists to send their children to the school and to pay the teacher two and one-half reales monthly for each child. In other words, he instituted a system of compulsory education."

But the energy displayed by this one man could not neutralize the indolence and carelessness of the people, and when Governor Borica was called back to Mexico, the cause of education suffered a relapse and the subject received but little attention again until the missions were converted into pueblos. At that time provisions were made by which certain moneys obtained from the sale of mission property were to be devoted to the use of schools. Primary schools were to be established and teachers were to be employed at a salary of \$30 per month. Further enactments by successive governors kept the public school system alive, at least on paper, but in actual practice interest rose and fell according to the character of the reigning power, while methods of teaching and discipline were not conducive to making education popular with the people. A description of an early California school says: "The schoolroom was long and narrow; a dim light entered through a few small windows; the floor was the hard beaten ground; the thick adobe walls kept the room cool even in summer. * * * At one end of this gloomy room was a platform on which was a table covered with a dingy black cloth. Here sat the teacher, the center of all the life and misery of the school. He was an old soldier, too nearly worn out to serve any more, but thought to be in good enough condition to teach the children to say their catechism. His face was so ill tempered that even the boldest boys looked on it with fear and trembling. * * * The ferule was seldom idle. A worse

instrument of torture lay near the desk. It was a scourge of rope with iron points on the end. Alas for any child who forgot himself so far as to laugh aloud, play truant or spill the ink. It is no wonder that, with such teaching as this, the parents as well as the children were willing to have the vacations longer than the terms of school."

As the younger generation of Californians began to take a hand in the administration of home affairs, a spirit of progress began to stir within them and renewed efforts for the establishment of schools were made. Governor Alvarado, 1836-1842, who as a boy had thirsted for knowledge and found it difficult to obtain an education, determined to make a decided advance in methods. He caused teachers to be brought from Mexico, and besides the rudimentary branches of reading, writing and arithmetic, he directed instruction to be given in typesetting and printing.

In line with the same good work, Micheltorena (1842-1845) "ordered a school for both sexes to be opened in every town in the department," and issued an order that "reading, writing, the four rules of arithmetic and the catechism should be taught in every school, and in addition thereto sewing and needlework to the girls." Every person having the care of children from 6 to 11 years was required, under penalties, to send them to school, which was open daily, except Sundays and holidays, from 8 to 11 in the morning and from 2 to 5 in the afternoon.

During Pio Pico's administration (1844-1846) it was resolved to ask the supreme government to send five teachers to the province. They were to conduct the primary schools according to the Lancastrian method, and two other teachers were to give instruction in the higher branches, including the English and French languages.

Private individuals had their share in the encourage-

ment of learning, and were perhaps more active in securing results than was the government. The mission fathers seem to have confined their efforts to instruction in religion and in the mechanical arts, although in the earliest years a few children from the best families received a fair education along general intellectual lines. In the '30s a private school for girls was established in Monterey, and others sprang up at different points.

General Castro was the means of bringing to California two teachers of more than ordinary value, Senor Enrique Cambuston, a Frenchman, and Don Jose Campina, a Cuban, who opened a school at Monterey which soon became the most famous advanced school in the province.

On viewing the provisions for education in the province of California, it is seen that the condition of the schools was poor, despite much legislation. Ignorance was more widespread than knowledge, yet this state was easily accounted for in the conditions under which the people lived. Their province was remote, compelling primitive methods in all things, and demanding a training of the hand and the body rather than the intellect. One who lived in those early days writes:

"The settlers * * * were obliged to learn trades and teach them to their servants, so that an educated young gentleman was well skilled in many arts and handicrafts. He could ride, of course, as well as the best cowboy of the Southwest, and with more grace, and he could throw the lasso so expertly that I never heard of any American who was able to equal it. He could also make soap, pottery and bricks, burn lime, tan hides, cut out and put together a pair of shoes, make candles, roll cigars and do a great number of things that belong to different trades." The women were equally skilled in all domestic arts, but their intellectual development was given even

less attention than that of the men, although most observers agree that despite their ignorance of books, their minds were brighter than those of the men.

As the province became more thickly settled and communication with the outside world was made more convenient, it occasionally happened that sons of wealthy families were sent abroad to Mexico, to Spain and to France to gain a thorough education, but the general public of Spanish California may be broadly characterized as ignorant. "Hard schools, narrow opportunities, little or no interest in education even in the upper classes—such was the situation, notwithstanding a few gleams of light here and there at remote points."

Under these conditions, California became the territory of the United States, a distant and unappreciated possession. The efforts at educational laws under the Mexican regime were either not carried out or left to materialize as best they might. Time rolled on, bringing careless, happy, busy days. It was a period that may be called the interregnum in school history, when there were not enough Americans in the country to feel a necessity for educational advantages, and the Mexican population was sleeping on in its usual state of indifference and indolence.

Establishment of American Schools

In the story of a dreadful early-day journey to California across the desolate stretches of Death Valley, a survivor recalls that, finding themselves wandering far from civilization on Christmas day, 1849, the forlorn party determined to celebrate the season by something out of the ordinary course of their wretched days. Accordingly, one of their number delivered an oration on the Advan-

tages of an Early Education!—surely a subject far enough from their crying needs to have abstracted the minds of the most hopeless from the near prospect of death by starvation.

The incident is illustrative of the spirit that prevailed in California in the stirring days of her early history. In extreme contrast to the policy of *manana* that characterized the Spanish regime, the American occupation brought a period of progress in which “today” was the watchword. With characteristic energy, the new possessors of the land at once set to work to establish it upon a firm foundation for all time. Each day saw a new step taken in advance by which the state, with all its activities, was quickly organized. Locally the growing towns provided themselves with as stable a form of government as the times would permit, embodying all the cherished American institutions.

✓ In July, 1850, the County Court granted “the incorporation of the city of Stockton, and authorized the election of municipal officers.” No provision for education was made by the city authorities at that time, but private individuals did not forget its importance, for in the same year Captain Weber, having the best interests of the city at heart, donated a plot of ground (the site of the present Lafayette school) and erected upon it a small wooden school house, which was afterward known as the Academy Building. Under Captain Weber’s patronage, C. M. Blake opened a school in this building, preparing the way for his work by a public lecture on Education. The school continued only a short time; but the interest in education did not die out, for in the following spring a new school was organized through the efforts of several broad-minded citizens, among whom were Edw. Canavan, R. S. Elsworth, Dr. R. P. Ashe and Dr. Chris Grattan, who engaged Dr.

W. P. Hazelton to take charge of the new school. The school was supported by private subscription, but was advertised as "A free or public school—where all orderly children of proper age may receive instruction free of charge."

About the same time a private school for girls was opened in the Presbyterian church by Mrs. Woods. Dr. Hazelton's health afterward compelled him to give up teaching, and his school was followed by a private one under the direction of Rev. William G. Candors. ✓

Thus it is seen that the early efforts at establishing schools were fitful, but the desire and spirit were there. It needed only organized public effort to make them permanent institutions, and to this end the state was making every effort.

The problems incident to the formation of a new state under the peculiar conditions existing in California were many, but following the good old American precedent, education was at once recognized as the corner-stone in the building of the state. When the first Constitutional Assembly met at Monterey, though feeling ran high on other questions, all seemingly agreed as to the provision for public education. Senator Gwin offered a resolution in which Congress was asked to grant to the state a section in every quarter township of the public lands for school purposes, seventy-two sections for a university and five per cent. of the proceeds from the sale of all public lands in the state for the encouragement of learning.

Providing for a revenue for a Superintendent of Public Instruction was found, however, insufficient to establish public schools, and when the Legislature met in April, 1851, a resolution was offered asking the State Superintendent of Public Instruction to investigate the condition

of education in the state and to report thereon. His report, in part, was as follows:

“Office of Superintendent of Public Instruction,

“San Jose, April 10, 1851.

“To the Honorable John Bigler, Speaker of the House of Assembly:

“Sir: Pursuant to a resolution of the Assembly presented and passed April 2nd, I have the honor herewith to submit to you the report of the Superintendent of Public Instruction:

“I had hoped that before this period you would have enacted the same general School Law applicable to the wants and conditions of the people of our new state, together with some legislation pointing out my duties and providing for the accumulation of the means requisite to establish schools upon a durable basis; but since a pressure of other important business has prevented your doing so, and you have been pleased to think I might aid you in accomplishing this desirable end, I have the honor to submit for your consideration the following report:

“It is not to be doubted that you are all impressed with the importance of the subject under consideration, and the necessity and perhaps difficulty of establishing, at first, a system of schools and devising the means of sustaining them wholly or in part, in consequence of the present financial embarrassment of the state, as well as that of a considerable number of her citizens. Notwithstanding these apparent difficulties and a want of statistical information, showing the number of children and young persons between the ages of 4 and 18 that would be likely to receive the benefit of the public schools, as well as their advancement in the rudiments of education, yet these difficulties and want of information may or will not be

wholly removed by a longer postponement of some suitable legislation to attain both these desirable objects.

“The framers of our Constitution, in Article IX, have made it incumbent upon the Legislature to encourage education by all suitable means, and provide for a system of common schools. It has been said with much truthfulness that ‘Common Schools are People’s Colleges.’ * * * The obvious necessity, in our own state, has arisen for establishing the people’s colleges, and the feasibility exists of furnishing, in part, the means to support them. In the absence of accurate information, I doubt not there are within the borders of our state from five to eight thousand persons, and the number increasing, between the ages of 4 and 18, that would be entitled to the benefits of any ordinary system of common schools. Of this number, about one-fourth are children of Spanish or Spanish descendants living in this state, one-half of the western and frontier states and territories, and one-fourth from the other states or foreign countries.

“From a want of any organized system of school instruction while California remained a Mexican province, it is not surprising that, in very many cases, the children of the older Californians have little or no education beyond that of repeating, and a few reading, the ceremonies and religious books of the Catholic church. It is true that there are some exceptions to the position taken, but scarcely in sufficient numbers to form any sufficient amount. Now, the want of education becomes apparent to them, and they are alive to the interests of this important subject. I am warranted in concluding that they will, with alacrity, aid in supporting and carrying out any liberal system of public instruction.

“Neither have the children of the immigrants from the Western States and territories enjoyed to any con-

siderable extent the benefits of a common school education." (1)

Continuing his report the superintendent discussed at length the possible sources of revenue, and proposed a system of public schools in which he provided for grading of pupils, a course of study, trustees and the selection of a uniform system of text books. Attached to this document were others from various counties of the state showing the provision for education throughout the state. In the report from San Joaquin county we have the first official account of its schools. Commenting upon it, the State Superintendent says: "There are but two schools in the county, and those are at Stockton."

The report reads as follows:

"There are but two schools here at present. The one under my charge was opened by me about one year ago, and is now near the close of its fourth quarter. The whole number of scholars who have attended during that time is 116; average weekly attendance, 31; whole number of males, 76; whole number of females, 40.

"The other school has been open between two and three months. The teacher reports eight scholars in attendance, without classifying them. My school is free, or as nearly so as we can make it in the absence of a sufficient fund. All children are admitted, whether they pay or not, a small amount being subscribed by citizens toward defraying somewhat the expense of the school. The result of this arrangement has been to nearly double the previous number of scholars in school, a large majority of whom are from the western states. If the state is to make provision for schools, I would suggest that it

(1) Report of Superintendent of Public Instruction J. G. Marvin, April 10, 1851. State Library, Sacramento. California.

might not be altogether improper to in some way consider those schools in the state which have been wholly or in part open to and patronized by the public, and that an appropriation, if made, should be retrospective as well as prospective. This would at best but poorly compensate those teachers for much arduous duty in what is deemed a disagreeable profession, and that, too, where the public in particular has received the benefit of those services.

“With much respect, I remain, sir, yours,
W. P. HAZELTON.”

The suggestions contained in the State Superintendent's report were not, however, carried out immediately, so that his next annual report again called attention to the lack of adequate provision for carrying out the constitutional injunction to encourage the cause of education. The Legislature of that year, in May, 1852, aroused to the necessity for immediate action, provided for a revenue to maintain the schools by setting aside five cents of every thirty-cent tax imposed on each one hundred dollars of property. A new act was passed providing for the organization of a system of schools throughout the state. By this act it was necessary that schools be maintained for three months before they were entitled to state aid. At last public education was on a firm basis, and interest in it was aroused everywhere.

✓ In Stockton the matter of organizing public schools was not immediately considered, as the private schools already established seemed sufficient. However, at least one man had a strong desire to see education offered to all children. This was V. M. Peyton, who presented the matter to the City Council in an earnest address before them in October, 1852. He urged that body to take immediate advantage of the new law and establish free schools, show-

ing the Council how they had already delayed too long. His words inspired the members to action, but there was an obstacle in the way, the lack of funds to support the schools during the three months before they could receive state aid.

In those days of free handed generosity, this question was soon settled, for each councilman present, following the example of Mr. Peyton, made generous contribution to the school fund, raising in this way \$500. Arrangements were also made for circulating petitions among the citizens to raise the remainder of the necessary sum. They responded as readily as had the councilmen, and in a short time \$1,000 had been subscribed.

In the minute book of the Common Council it is recorded that on October 30, 1852, V. M. Peyton offered a bill for an ordinance providing for a system, establishing free schools in the city of Stockton pursuant to an act of the General Assembly of the state entitled "An Act to Establish a System of Common Schools" (passed May 3, 1852), and embracing the powers delegated to cities by said act in his bill, which, having been considered and read, was adopted in the following ordinance: ✓

"ORDINANCE NO. 25.

"That the Common Council of the City of Stockton do ordain as follows:

"That the corporate limits of the city of Stockton are hereby declared the boundaries of the common school district for the city of Stockton, in accordance with the provisions of an Act of the Legislature of California prescribing the mode of establishing common schools in different counties, cities, towns and villages in said state, and that said boundaries are hereby declared separate

and distinct from any other common school district within San Joaquin county, and that there shall be established within said district one daily school under the management of good and efficient teachers whose appointment and duties are hereinafter declared. The said school shall be under the control and management of a Board of Education, to be appointed by the Common Council, said Board to consist of three persons, who shall reside in the city of Stockton. The said Board to have power to elect their president from one of their number, and to appoint a secretary to keep a record of their proceedings, as prescribed by themselves, and any other duty which they may deem necessary for the interest of the school, his services to be paid for out of any moneys belonging to the Stockton school fund.

“There shall also be appointed by the Common Council one superintendent of the above common school or schools, should there be others established for the said district of Stockton, whose duty it shall be to visit the schools once in each month, ascertain the number of pupils, male and female, in attendance, to notice the progress in the school, the efficiency and application of the teachers in the discharge of their duties, the necessary stationery, books, etc., which such school or schools may require from time to time, and attend strictly to the general interest of the school or schools and report once a month to the Board of Education.

“The said Board of Education shall have full power to select suitable places to erect school houses, to purchase grounds upon which to build, furnish materials, employ workmen to do the necessary labor in the construction of said houses, and the outlay and expense to be defrayed out of any money which belongs to the school fund of the city of Stockton; to furnish stationery, books and any-

thing which the interests of the school may desire; to employ teachers and fix their salaries, examine their qualifications in every particular, and see that they are, both morally and intellectually, qualified to take charge and conduct the school over which they may be employed; also to discharge any teachers for negligence or dereliction of duty in any way, and fill their places; to dismiss incorrigible and unmanageable pupils, and to settle all difficulties which may arise in said school—their decision to be binding; all the teachers to be under the government, discipline and rules made by the Board of Education, they alone having power to make by-laws and rules to govern the school or schools.

“The said Board shall have the appropriating of moneys belonging to the Stockton district, whether for paying teachers’ salaries, building purposes or incidental expenses, and no money shall be paid without their order. The Board shall attend to all the interests of the school or schools, and see that they are well and properly conducted, and report to the Common Council every six months.

“The Common Council shall also appoint a treasurer, whose duty it shall be to receive all the common school money, whether from taxes within the city or from state appropriations, and he shall pay out no money unless by the order of the Board of Education, signed by the president of said Board. One member of said Board, together with the president, to constitute a quorum. He shall keep an account of all money received and disbursed, and report to said Board whenever called upon for a report of the school finances.

“The Common Council do also appoint William G. Canders to take the census of the children within the said school district, as described in this ordinance, be-

tween the ages of four and eighteen years, also the names of their parents, and report to the Council by the tenth day of November next, and he shall receive for the same the sum of \$25.

“And the Common Council do ordain further, that all the officers appointed under this ordinance shall hold their offices until the next general election for city officers, at which time they may be elected by the people—except the treasurer and clerk, who shall be appointed as in these ordinances, the Council to fill all vacancies which may occur from removal, death or resignation.

“And further the Council do ordain, that three cents on every \$100 of taxable property within the said school district, as described above, be levied for the support of said common schools within said district, and that said tax of three cents on every \$100 of valuation of personal and real property be, and hereby is, assessed and levied in accordance with the last assessment made for the city of Stockton by the regularly authorized assessor, and the city marshal is instructed to enforce the collection and payment of said tax of three cents on every \$100 valuation of real and personal property within the corporate limits of the city of Stockton, and the Common Council do ordain that the marshal shall receive 5 per cent. for collecting said school money, and paying over in accordance with the within instructions from the Common Council of the city of Stockton, said schools to commence on the first Monday in November, or as soon thereafter as practicable.

“Passed Oct. 30, 1852. Approved Nov. 1.

“P. E. JORDAN, President, p. t.

“WM. BAKER, Mayor.”

The first step toward the organization of public schools had been taken; the second and more difficult one was to put the schools in operation. The ordinance provided that the schools should open on the first Monday in November, but it was found impossible to organize them so soon. There was a scarcity of teachers, and the few available were engaged in teaching profitable private schools. Finally Rev. W. G. Canders agreed to give up his private school to become the teacher of the boys' public school, while Mrs. Isaac Woods consented to take charge of the girls' school until a regular teacher could be procured. School rooms were the next problem, which was soon settled, and finally, in February, the Board of Education was able to announce that "Free public schools will commence their session on Monday, February 28, 1853, the male department at the Stockton Academy, and the female department in a room on Main street, near the second bridge," between the present streets of Sutter and San Joaquin. For some reason the opening of the schools was delayed until Tuesday, March 1st, 1853, from which day dates our present system.

On September 26, 1853, the Board of Education, by their chairman, V. M. Peyton, reported to the Council:

"That the first quarter had just expired under the most favorable auspices. The male department, under the direction of Dr. Canders, and the female department during the first quarter under the direction of Mrs. C. Woods, and for the second quarter under the direction of Miss Kerr. The average attendance in each school has been 35 to 40, making in the aggregate about 80 scholars who are attending school.

"The different branches taught are as follows: Grammar, Geography, History, Elocution, Reading, Writing and Spelling. The scholars have made rapid progress

during the last quarter. The teachers of both schools have agreed with the Board until the expiration of the present year for their salaries. At that time they will be entitled to the pay of two quarters.

“There is at present in the Treasury in coin, \$37.90; in scrip, \$350; also some fifty-five dollars promised in subscription, which is thought to be good. The debts are as follows:

“To Mrs. Woods, balance of salary, \$147.50.

“To Mr. Hanna, rent due Sept. 23, \$30.00.

“The house of the male department is comfortable, free from rent and a good location. The house of the female department is not very good, but the location is very desirable and rent moderate.”

The County Superintendent's report for 1853 showed that the girls' school had two teachers, Miss C. Kerr and Miss Henrietta Thomas; the boys' school was still under the charge of Dr. Canders. The number of pupils attending the girls' school was 67; number attending the boys' department, 151. The books used were:

Female School—Smith's Grammar, Wilson's United States History, Mitchell's Geography, McGuffey's Reader, Saunder's Speller, Davis's Arithmetic, Goldsmith's European History.

Male School—Saunder's Series, Ray's Arithmetic, Smith's Grammar, American Speaker, History of the United States.

In common with all phases of early California life, the schools had their picturesque view. The spirit of chivalry and generosity of the times showed itself, especially in relation to the children, even rough men taking a deep interest in all their activities. An entertainment given in 1855 by school children was one of the season's events. The hall where the children were to speak was crowded

early in the evening, the audience consisting mainly of men, for there were at that time only 384 women in the city. Assembled there were doctors, lawyers and merchants in the conventional garb of civilization, and miners, gamblers and "bad" men in the picturesque costume of pioneer days—red woolen shirts, trousers tucked into heavy, high-heeled boots and the ever ready "shooting iron" conveniently at hand. All were delighted to do honor to the efforts of the young folks, according them generous and vigorous applause for every effort.

The May-day celebrations and picnics of the schools were also events of general interest, at which the public assisted. The first picnic was held in May, 1853. The scholars, 250 strong, marched in procession about the city, preceded by a band, and stopped before the office of a member of the committee on education to sing a chorus as a compliment to his efforts in their behalf. At the grove where the picnic was held, the May queen, Annette Parker, was crowned and songs and recitations rendered.

In 1856 the schools were desirous of owning a piano, and to raise the necessary funds it was decided to give an entertainment. An elaborate program was prepared and delivered at the Stockton theater. At the close of the exercises, V. M. Peyton addressed the audience in regard to the object of the entertainment, and announced that children would be sent through the audience to receive contributions. This was not necessary, however, for the speaker had scarcely finished when a shower of gold and silver began to descend upon the stage, directed by the free-handed auditors. A thousand dollars was thus literally picked up and the sum was used to purchase the piano, which still stands in the High School building.

By such acts as these, school days were enlivened, but the generosity and interest of the public were too spasmodic to sustain the best interests of the schools, and for many more necessary objects money and support were not so lavishly forthcoming. By reason of this lack the development of the schools was long hampered by the want of convenient buildings or rooms in which to locate classes.

The city was growing rapidly, and new structures rose every day, but they were in general of an unsubstantial character, and the cost of erecting a suitable building was far beyond the means of the infant district. The opening sessions of the two departments were held in rented quarters. One of these, the Stockton Academy building, on the piece of ground formerly presented by Captain Weber, has ever since been dedicated to school purposes, being the site of the present Lafayette school, corner of Market and San Joaquin streets. The girls' department was not so fortunate in finding a permanent location at once. The first school was held in a building on Main street, but before the end of the first year the council committee reported "that they had visited the school and * * * found the room now occupied by the female department entirely inadequate to the purpose, and that the building occupied by the male department being situated on the street is subject to many inconveniences, but think it can be made to answer. Therefore they would recommend that the plot of ground known as the school plot be enclosed with a substantial fence, and that the building now used by the male department be moved to the rear of the lot and the upper story be finished to accommodate the female department." They further recommended that these improvements be made as soon as the city shall receive a title for that land known as the school reserve.

The suggestion thus made was not carried out, and the question of proper accommodations continued to arise in every report made to the Council. In their report for the quarter ending January 31, 1854, Messrs. Buffington and Ellis, School Commissioners, "represent the school houses as being much too small, and hope, as the Council has already done so much, that they will give the public schools good and suitable school rooms."

The whole number of scholars attending at that time was reported as being: Boys, 88; girls, 67. With two school rooms and three teachers the crowded condition can easily be imagined, and the appeal for better accommodations was certainly well founded. The difficulty was met by sending the girls to the Academy and securing new quarters for the boys in the McNish building, at the corner of Hunter and Channel streets. The building had been put to various uses, including that of lodging house, court rooms and jail. The two rooms occupied by the school had been the county court rooms, but were far from being suitable for school rooms. The surroundings were so unpleasant and unsanitary that the matter of investigating the condition of the schools was referred to a council committee, who reported that "the present location of the schools is a disgrace to the city, an outrage on the community, and recommend that the Council abolish the entire system or provide at once suitable buildings for the comfort and health of both teachers and scholars, and trust an ordinance will be passed and a committee appointed to carry out the suggestions of the committee."

That the matter was given further consideration was shown by an entry in the minutes of the City Council:

"The special committee to whom was referred the present state of the public schools, with unfeigned pleasure respectfully submit:

“That upon a careful and rigid examination the public schools present a flourishing condition; that the teachers are found to be competent and exemplary, especially the female department, being under the superintendence of an estimable and accomplished young lady; that the pupils are orderly and under strict moral discipline, while no less attention is paid to the physical training and ample opportunities being offered for those innocent amusements incident to childhood.

“The hours of confinement for the exercise of the mental faculties are from 9 to 12 and from 2 until 5, with an intermission of a half hour, both morning and evening, and to such discriminating apportionment the robust and vigorous appearances may be in a good measure attributed.

“The present system of public schools, however, is susceptible of improvement, and most especially should the present locality be abandoned, and one more suitable and appropriate be selected. Under the present onerous taxation to which the city is subjected it is not deemed expedient to involve so large an expenditure as would be necessary to erect public school buildings, and for the present would suggest the leasing of the building at the corner of Eldorado and Market streets until the city finances may be in a more flourishing condition.”

The result of this report was that the boys' school was removed to a building on the southwest corner of Market and Sutter, but this proved as inconvenient as former quarters, and another move was made to the corner of Main and Sutter streets. During these numerous changes of location, the number of school children had steadily increased until in 1858 it was reported to the Council that the census returns showed:

Number of children in the city between 4 and 18, 450.

Number of children in the city under 4, 270.

Whole number attending school, 437.

Average number attending, 190.

The discrepancy between the last two items may have been attributable to many causes, the condition of society, the lack of strict system of noting attendance, and not the least the discomfort and inconvenience of the school rooms. If the public school system was to become a success, benefiting all for whom it was intended, it was evident that more commodious quarters must be provided. In 1859 the "Committee on Education" from the Council conferred with the Board of Education on the propriety of erecting a new school house north of Channel street. Again it was "recommended that a building 26x50 feet be erected upon Fremont Square, at a cost of about \$3,000." Later it was "resolved, that the committee on education proceed to examine different localities in the northern part of the city and report the most suitable place for erecting a school house." The result of their investigations was the recommendation of a lot near the Episcopal church. After all these preliminaries, the choice finally fell on a site on Center street, which had been donated to the city in 1851 by Captain Weber, and in 1859 Mr. Peyton reported that the Board of Trustees had awarded the contract to build the school house on Center street to Thomas J. Smith & Co., for the sum of \$4,295. Shortly after this the Council records state that "new plans and specifications were authorized adopted at an additional cost of \$1,000."

The building then constructed still stands on the Franklin school lot, having been in constant use up to 1900. It was a substantial building of brick, two stories high, containing two large rooms, as well as cloak rooms and ante-rooms, a model building for the time. With

the completion of the building, six years after their foundation, the public schools were at last to be housed beneath a roof of their own, and the joy of the event was considered worthy of a public demonstration. On Feb. 25, 1859, the change to the new building was made, amid much rejoicing. The boys to whom the good fortune fell of occupying the new building marched to their new home headed by the Stockton Cornet Band. At the school they were received by the Board of Education and invited guests in such number that there was not room enough on the lower floor for all. Appropriate exercises followed, in which the president of the Board and the mayor of the city made addresses.

While the boys were now comfortably housed, the girls were still taught in the old Academy building, on the corner of San Joaquin and Market streets. The building was of the '49 order of architecture, a flimsy structure, containing two rooms separated by cloth partitions, through which the noise of one classroom passed to the next, and which were the source of much amusement to the pupils because they could thrust pins through into the next room. In Mayor Brown's farewell address for 1859 he says: "During the past year a beautiful and commodious school house has been erected for the boys' school. It is to be hoped that a similar or better building will soon follow for the girls." The hope was not fulfilled, however, and the old building continued in use until 1864, when its destruction by fire compelled the city to provide new quarters. A brick structure of four rooms took the place of the old Academy. Three rooms were opened to receive pupils, but were so soon overcrowded that it became necessary to open the other room. This was done, and its seats were immediately taken, leaving many children who could not be accommodated.

Thus the public schools of Stockton were firmly established, in substantial and permanent homes, offering a systematic course of training to all children, and imbued with a spirit of progress that promised better things with each succeeding year.

Course of Study

The requirements of the schools in the early history of the city were framed entirely by the necessities of the time. Education was recognized as the firm foundation of good citizenship, but it had not been reduced to a science, meaning little more than the acquisition of knowledge by main strength of memory. Situated so far from educational centers as was California, the newly established schools of 1853 were conducted in the manner that most conveniently accorded with the demands of the people and conditions of the time, untrammelled by theories or systems. Reading, writing, arithmetic, spelling, grammar and geography were the studies most desired, and beyond these any teacher was at liberty to proceed as far as his preparation allowed. The educational structure was reared in a somewhat haphazard manner, depending greatly upon the text books in the hands of the pupils and the teacher's ability. The question of text books played an important part in the instruction in those days. Gathered from every part of the United States and from many foreign countries, the pupils were provided with a motley array of books of varying degrees of value. The problem presented to the teacher was to assign lessons from these various books and hear recitations, at the same time preparing mental food for those who were unprovided with books or unable to understand the lan-

guage. Of the latter class, there was a good proportion in Stockton's first schools, 22 out of the 30 Mexican children of the city being in attendance.

Under such circumstances, grading the schools was an impossibility, and a course of study, if such a thing had been in existence, could not have been followed. The superintendent's report for November, 1854, is indicative of the problems presented to the teachers of that day, and of the existing conditions. The schools had then been in session nearly two years, and the progress made by the scholars is reported as satisfactory. The number of pupils in attendance was 228; average attendance, 188. These were divided among four teachers as follows:

No. 1—Miss Mary Kroh.....	47
No. 2—Rev. W. G. Canders.....	51
No. 3—Miss H. Thomas.....	66
No. 4—L. C. Van Allen.....	64

The number of pupils studying the various branches was: Spelling, reading and vocal music, 228; geography, 154; writing, 145; arithmetic, 172; grammar, 84; natural philosophy, 5; elocution, 57 (the last two branches studied by boys only); history, 14; algebra, 1.

The school year was divided into four terms or quarters. The spring term began in February, closing in June. The summer term opened in July and ended in August. From August 21st to October 31st was the fall term, and the winter term extended from November to January. With so much time devoted to their school work, pupils were supposed to make rapid progress.

Semi-annual public examinations were held, at which the pupils were expected to answer all questions propounded to them by their teachers, members of the Board or any persons who might be invited to take part in the

examinations. The first of these examinations was held in the Baptist church on Center street, January 30th and 31st, 1854. The exercises were opened with prayer, after which the boys of the primary class were examined. In the afternoon of that day the girls of the primary class showed their proficiency in the year's work. During the forenoon of the second day the girls of the grammar school underwent their examination, and in the afternoon the boys of the same grade answered questions propounded by all comers.

Promotions were made from reader to reader, fractions to decimals, etc., on the results of this examination. Whenever a pupil finished a subject or a book, he was entitled to join the next higher class at his own or the teacher's pleasure.

The first division of the schools was merely into classes in the boys' and girls' departments. As the number of children in attendance increased, a further separation into primary and grammar schools was made necessary. The distinction was not close, depending in many cases upon age and size, rather than attainments, or again upon the teacher's judgment or prejudice. In fact, viewing the whole situation of the schools up to 1861, the schools of Stockton were average ungraded county schools, in which trustees, teachers and pupils were ambitious for something better and were groping about for a system that would supply all deficiencies.

A change came in 1861, when the Board of Education resolved to reduce the working of the schools to a system. The model of the Boston, Massachusetts, schools was adopted as far as possible, providing first for better attendance and punctuality by keeping strict account of the same and requiring written excuses therefor. The next step was raising the standard for teachers and de-

manding an improvement in their methods of instruction and discipline. A uniform system of text books was adopted, and the lines between classes more strictly drawn. Public examinations were still held, and as an inducement to better efforts in scholarship and deportment prizes of books were offered. At the same time advanced studies were offered in the boys' school—Latin, algebra, rhetoric and geometry. The next step upward was in the union of the boys' and girls' classes, an experiment that proved so satisfactory that co-education has never since been questioned.

In 1866 a new school-law went into effect, giving the Board of Education full power in all school matters, and inaugurating improvements along many lines. It prohibited the employment of any teacher who did not hold a certificate, the Board being given full power to set the standard of qualification and examine applicants.

The first printed manual of the schools now obtainable is, "Rules of the Board of Education and Regulations of the Public Schools," which was published in 1864. In it the list of text books adopted for three grades is given, but there is nothing else to show what constituted that division into primary, intermediate and grammar schools. It is evident from the books named that the grades were greatly dependent upon the books studied. At that time the receiving age was four years, and for these little folks were named:

Reading—Sargent's Primer; Sargent's Standard First Reader; Wilson and Calkin's Charts.

Spelling—Sargent's Smaller Speller.

Arithmetic—Eaton's Primary.

Geography—Cornell's Primary; Colton's Geographical Charts; Cornell's Outline Maps.

Writing and Drawing—Guyot's State Map Drawing.

The Intermediate Grade was advanced to a new set of texts and three new studies, thus:

Reading—Sargent's Second Reader; Sargent's Third Reader.

Spelling—Sargent's Smaller Speller.

Arithmetic—Colburn's Intellectual; Davies' Common School.

Geography—Cornell's Primary; Cornell's Intermediate.

Grammar—Green's Introduction.

History—Quackenbos' Primary.

Writing—Payson, Dunton and Scribner's System.

Singing—Golden Wreath Song Book.

Grammar School pupils achieved new dignities and larger knowledge by their introduction to it as follows:

Reading—Sargent's Fourth Reader; Sargent's Fifth Reader.

Spelling—Sargent's Larger Standard Speller.

Arithmetic—Colburn's Intellectual; Davies' New School; Davies' University.

Geography—Cornell's Intermediate; Cornell's High School; Colton's Geographical Charts; Cornell's Outline Maps.

Grammar—Green's Introduction; Quackenbos'.

History—Quackenbos' Larger.

Natural Philosophy—Quackenbos'.

Physiology—Hooker's Elementary; Hooker's Larger.

Writing—Payson, Dunton and Scribner's System.

Singing—Golden Wreath Song Book.

As text books and books of reference for the teacher, the following list is given, showing that two other subjects received attention, calisthenics and instruction in morals and manners, and that teachers were expected to keep abreast of the time in educational methods:

Well's Graded School; Cowdry's Moral Lessons; Dio Lewis's Calisthenics; Root's School Amusements; Northend's Assistant Pleasant Pages; Holbrook's Normal Methods of Teaching; Holbrook's Grammar School Apparatus; Wilson and Calkin's Charts; Webster's Unabridged Dictionaries; Calkin's and Sheldon's Object Lessons; Page's Theory and Practice of Teaching; Russell's Normal Training; Alcott's Teacher.

The school year was now divided into three terms, extending from date to date in this order:

First Term—January 8th to April 30th.

Second Term—May 20th to August 31st.

Third Term—September 15th to December 15th.

During this time six holidays were expected, leaving in all nine months for instruction.

In 1866 a new law governing school boards went into effect, by which the Board of Education was given greater liberty in regard to the management of the schools.

In 1869 Superintendent Ladd suggested a review of the school laws then in force; "also a manual that will define the duties of the superintendent; the Board of Education, teachers and pupils; a system of classification; and the introduction of a more practical course of study." His suggestions were acted upon to the extent of re-organizing the department into six grades, covering a period of ten years. The two highest grades, first and second, constituted the grammar school, while the remaining four formed the primary schools. The first, second, third and sixth grades were each divided into two classes, to complete each of which required one year. The system was peculiarly Stockton's own and besides enjoying the distinction of reversing all known methods of grading had the disadvantage of requiring one more year than most systems.

Under the new classification, however, the common schools in conjunction with the High School formed in 1870, offered educational advantages equal to any in the state, for the change in grades had necessitated an improved course of study. Arithmetic was the foundation, and throughout the ten years of their school life pupils continued through the round of reading, writing, arithmetic, spelling, grammar and geography with strongest emphasis on arithmetic. After nearly twenty years the schools of Stockton had reached a point where comparison with other schools of the State could not be otherwise than favorable.

In 1867 an innovation was introduced into the public school system by A. H. Randall, which enabled a stricter classification of grades to be made, while encouraging pupils to more earnest efforts. This was the percentage system, which was received enthusiastically and soon adopted by the Board of Education. Pupils were graded on a basis of 100 in their daily recitations, the estimate being recorded by the instructor as soon as the recitation was made. The standing obtained in a series of monthly examinations in each study together with the average made in the yearly examination constituted the test for promotion. The standard was fixed by the Board and furnished an ironclad law for the abilities of every pupil. The detail of the system was elaborate but in the main gave such satisfaction that it was retained for many years. The standard changed with the times and the sentiment of the Board and discussions often raged as to the relative value of this or that study. At the time of the final abolishment of the system of class-books, monthly and annual examinations, the rules governing promotion were:

“The annual examinations for promotion of all the

Public Schools from the Fourth Grade up shall take place at the close of the last term of each year, under the direction of the Committee on Classification, Teachers and Instruction and the superintendent. All examinations shall be written. In all grades below the Third, semi-annual examinations for promotion shall be held in June and December.

“The percentages required for the promotion of any pupil from one grade to another shall be as follows: From the Fourth to the Third Grade, 70 per cent.; from the Third to the Second, 70 per cent.; from the Second to the First Grade, 75 per cent.; from the First Grade to the High School, 80 per cent.

“The standard for marking the various grades shall be as follows:

Written Arithmetic	100
Mental Arithmetic.....	50
Reading	50
Grammar	100
Geography	75
Spelling	75
Writing	50
Physiology	50
History of the United States.....	50
Book-keeping	25
General Exercises (Composition and Declamation)	25”

Teachers were held strictly to the manual in marking a pupil's standing and had no discretion in the matter. If injustice was worked to any pupil, relief could only be obtained through application to the Board of Education. The system had its advantages, being in accord with the educational theories of the time when pupils

were held strictly to the words of the text book or were set at tasks that were merely mechanical, but that it was not infallible nor faultless is shown by Superintendent Ladd's report for 1874 in which he says:

"The year that has passed since the date of my last annual report has not filled the full measure of my expectations and yet, as one of the pupils remarked to me during an examination, she felt that she was in the midst of a perpetual examination, so with myself. In life's journey many a heart would sink by the way if its percentage, measured by a perfect standard, was announced to the world each day. The teacher may be a friend who only keeps us constantly reminded of our ignorant mistakes and shortcomings but is not to be compared to him who warms by his love and strengthens by his encouragement.

"We are aware that the system of annual examinations and promotions has special advantages. I have come to the conclusion that the method does not compensate for the losses involved. The good pupils ought never to be sacrificed and those who have not passed the present examination should not be compelled to remain in their present position for one whole year. I hold that the brighter and more capable pupils in each school should have the opportunity to work away from the less capable and step forward into higher classes.

"The result of this test examination should not be used to compare schools and teachers, in different grades in the city, for which the public makes no allowance. Our past publishing of tables of examination percentages has seemed to put a premium on special cramming and false teaching. Under the comparison the teacher who ignores the higher motive, and bends all energies to secure a high percentage, is rewarded, while the teacher

who scorns to degrade his calling is condemned—found wanting. Some of our teachers, like the gardeners, only contemplate the rearing of healthy plants. Children with poor health, those who labor, with but little time to study, those with poor memory, those who have no taste or talent for particular branches, are weeds and weeded out. Less of the weeding is demanded. To educate is to lead or draw out, to develop, and a good education must include body, mind, heart and spirit.”

The defects set forth in this report found no sufficient remedy in many years, the mill of education continuing to grind out yearly classes according to the established standard. The objection to this system which ignored the individual so thoroughly becoming stronger with each year, the Board of Education finally adopted a modification of the severe examination requirements by which pupils obtaining an average of fixed per cent. in all studies during the year were promoted honorably to the next highest grade without undergoing a final examination. This was an improvement upon the old way rendering it more just and less liable to abuse although still subject to many criticisms.

Meantime the course of study had undergone many minor changes and revisions constantly looking toward its improvement. The work of making such changes was deputed to a Board Committee on Teachers, Textbooks, Classification and Instruction, whose duty it was to “recommend the course of instruction to be pursued.” In pursuance of this duty, the Committee called to their aid at various times principals or teachers from the schools. The problems presented to such committees are hinted at in reports of the Board’s proceedings where in 1881 it was said:

“The division of the time among the studies needed

amendment. * * * Too much labor was required of certain classes out of school hours to the detriment of their health and the deterioration of their mental faculties. There was too much recitation and too little instruction."

Again, in 1883, it is reported that "a motion was carried that a committee of the Board acting with a committee of teachers be instructed to take this matter of school work in hand with a view to lessen the number of studies required, the burdensomeness of the tasks imposed, and so simplify the methods of teaching employed in the schools of this city."

By such revisions, a course of study was finally adopted which proved so satisfactory to the demands of the time that it was not changed, except in minor details, for several years. Here and there a study was curtailed or a new one added to the curriculum which was a cumulative affair progressing from subject to subject according to the traditional order of the text books; crowding facts upon facts, method upon method, rule upon rule, leaving little opportunity for individual development. Development of the mental powers was not so much the point aimed at as the cultivation of the memory. Broad relations between studies were almost entirely overlooked, each subject usually being taught as distinct from every other subject. There was almost no blending or harmony of studies. Power of independent thought was but little cultivated because the strict requirements of grade preparation allowed no straying from the path marked out. Every accomplishment was measured by plumb and square and, if found lacking, was condemned. Yet, according to the educational requirements of the time, the course was thor-

Course of Study

ough and practical. It was certainly well administered by Board and teaching corps, carefully watched, proudly cherished by the public, and commended by high authorities.

Meanwhile new themes of education were developing, setting forth entirely different ideas and upsetting long cherished traditions. The promotion of James A. Barr, on Oct. 19, 1891, from a grammar school principalship to the city superintendency marked the beginning of a new era in the public schools of Stockton. By comparison with the newest and best methods, the Stockton course of study became liable to such criticism as was justly made in Superintendent Barr's annual report for 1893, in which he says:

"The course of study in Stockton for years past has been what may be termed the regulation course, i. e., the course that considers the welfare of only the comparatively small number graduating from the grammar and high schools. When we consider that in the majority of school systems but fifteen per cent. of the pupils who enter school complete the work of the grammar grades and but four per cent. graduate from the high school, the injustice of such a course is at once apparent.

"The average time spent by pupils in the public schools of our city does not exceed five years. This fact and the fact that four-fifths of our pupils leave school before completing the work of the grammar grades should be taken into consideration in forming a course of study. More attention should be paid in the course of study to the character of instruction given in the primary and grammar grades, as it is from these grades that the majority of pupils drop out to commence the work of earning a living for themselves and others.

“A course of study, with the possible High School or college training in view, should be so constructed that, at whatever point the pupil stops, he has had the best education the time spent in school would permit and this education, relatively speaking and considering the pupil's age and capacity, should be all sided and complete. The construction of such a course does not imply that the wants of those who complete the full course are to be neglected.”

The previous desultory efforts at revising the course of study now became systematic and thorough. By careful examination, and collecting of data from teachers, Superintendent Barr analyzed the school situation carefully, finding its weak and its strong points and quietly inaugurated a revolution for better things. Simplicity and unity were the first points aimed at while the practical needs of those whose school life was necessarily short was considered at the same time that a thorough foundation was laid for the few who were to complete the course. Necessarily the first three or four years in which these changes were made were experimental but so gradual were the changes and so carefully were they put into operation, that no pupil suffered but all were greatly benefited. The assistance of the best educators not only at home but abroad was freely given to accomplish the desirable end of enriching and strengthening our school system.

One of the first changes made was in the reorganization of the grades whereby one year was dropped from the primary grades in which much useless mechanical work had been required, and from which much that was meaningless and time-killing was eliminated. The naming of the grades was reversed making them correspond

with the system in use in most schools wherein the first school year comprises the first grade. This was a change which met with approval and satisfaction everywhere, and which was accomplished without friction or loss of time.

The next important question was regarding a system of promotion and classification. The first effort was after semi-annual promotions, but a trial of one year proved the inadaptability of such a system to other conditions, hence the annual promotion was resumed.

Methods of marking the standing of the pupils underwent a gradual change also. To do away with as much as possible of the elaborate paraphernalia of the percentage system, the class book had been banished from the school room. The teacher no longer stood with book in hand ready to record an estimate on each recitation. A rule of the Board of Education read:

“The teachers of the several grades above the second shall make and record monthly a careful estimate of each pupil’s progress. These estimates shall be based upon the success with which the pupils have performed assigned work in each subject prescribed in the course of study, upon their success in oral and written tests which have been employed as an element of teaching, and also upon the fidelity with which they have discharged all their school obligations, including diligence in study, regularity and punctuality of attendance and daily deportment.

“These monthly estimates shall be made without daily marking of pupils and without the use of stated examinations for this purpose; but the teachers may keep such memoranda of the pupil’s work as are deemed necessary. In making these estimates, teachers shall use the letters

A, B, C, D and E. A shall denote first-class standing and shall be given only in cases of special merit. B shall denote second-class standing and shall be given only in cases of good and faithful work. C shall denote third-class standing; D, conditioned, or such work as does not deserve promotion; and E, failure."

Pupils whose standing was not less than C were entitled to honorary promotion without examination while those who fell below that standing could only be promoted by passing a written examination conducted by the superintendent. The standing of each pupil was reported monthly to parent or guardian upon cards which became the pupil's property at the end of the term.

At the present time (1909), the following rules govern the promotion of pupils:

"The promotion of pupils shall be based upon the character of the daily work as estimated by principal and teacher and upon written tests given by the superintendent, the principal or the teacher.

"Pupils whose work for the year has been satisfactory in the judgment of principal and teacher shall be entitled to honorary promotion.

"Pupils not entitled to honorary promotion shall not be promoted without passing, at the beginning of the next school year, a written examination conducted under the direction of the superintendent of schools upon questions made or approved by him, and in such subjects taught in the various grades and classes as he may deem proper. In all such examinations the standard for promotion shall be as follows: Primary grades, 70 per cent.; grammar grades, 75 per cent.; to and in the High School, 80 per cent.

"When the work of any pupil in any study is not

satisfactory, it shall be so reported to the parent or guardian during the first week of each school month after the second month. These monthly reports to parents shall be made either personally by principal or teacher or upon blanks or cards furnished by the Department."

Upon such liberal terms, promotions are now made without the once feared charges of either laxness or severity.

A period has now been reached in the history of the Stockton schools which may be characterized as the reformation period. The present standing of the schools has not been reached at a bound nor by a smooth pathway. Every step of the way to their present high position has been stubbornly contested. Every innovation, every attempted change for the better has been criticised, often strongly opposed by parents and the public. The newspapers devoted their columns to communications from critics of every degree who set themselves against the reconstruction policy. In the early days of the reorganization of the course of study scarcely a day passed that some one of the city papers did not contain some notice of the public schools either derogatory to the new methods or, contradictorily, praising their standing. The state of public feeling is plainly shown in a review of the newspaper accounts of the schools' progress when patrons were divided among themselves as to the changes inaugurated, many lashing themselves into a fury at the prospective passing of the good old days when "one teacher taught 125 pupils all studies from a-b-cs to algebra and geometry."

When nature study was introduced into the schools there immediately arose an outcry from the public who failed entirely to understand either the import or method

of the work. The daily papers gave the subject so much attention that no less than ten articles for and against the teaching of entomology appeared in their columns during the course of one month. By nature study, the public seemed to understand only the study of "bugs." It was ridiculed and lampooned at every turn. One paper declared that the schools were "getting so buggy that one could almost hitch a horse to them and go out driving."

By the general adoption of such an attitude, the problems of those who were lending their aid to the reconstruction of the course of study were increased, for it was found necessary to extend the "new education" to the public, and its advocates were compelled to seek the newspapers as the means of explaining their intentions and hopes as well as the pedagogical principles involved in their work.

Despite clamor and opposition, however, the promoters of the good work were pressing steadily forward to the goal with the one purpose of making the schools the most efficient possible. The first steps were taken in 1892, when Superintendent Barr sent out to every teacher a circular containing twenty-four pertinent questions upon the work of the various grades. A study of the answers obtained enabled him to introduce changes in the course of study "with the idea of providing for the practical needs of the many who leave school, as well as for the purpose of laying a more thorough foundation for the few who complete the course." The most important of these changes affected the study of arithmetic which had, for many years, received more time and attention than any other subject without giving pupils a proper grasp of the subject. A change was accomplished.

by "abandoning the traditional order of the text books used, and by giving the child from the beginning the full range of subjects within the limits of his interest and capabilities"; thus, in arithmetic, "the child from the beginning, studies not only all the combinations within the limits of the number being taught, but also the simple things of fractions and compound numbers. He is taught to apply the knowledge acquired to all kinds of measuring, whether of length, surface, solidity, capacity or value; in a word to make a practical use of his learning. As his mind expands, he is, in grade after grade, given a wider range, is allowed to delve deeper and deeper into the subjects that have been taken up." (Supt. Barr's report for 1893.) The course in arithmetic thus indicated has since been followed out in detail and is the keynote of present methods used in the Stockton schools. The teaching of language and grammar was also revised and improved while reading received renewed life by the introduction of supplementary readers, as elsewhere noted.

The following years, 1894, 1895, 1896, saw gradual changes in every other subject of the curriculum. The introduction of nature study, manual training, a new system of drawing and of history and literature in all grades compelled a readjustment of time and values. To accomplish this end successfully special teachers gave their time and attention, the Principal's Round Table made a careful study of pedagogical theories on course of study, educators from abroad presented their ideas and there was a general endeavor to work together for the best results. No change was made hastily or without careful consideration, the smooth running of the schools was maintained and the greatest good of the greatest

number was kept in mind. Each experiment was given due time to prove its value or undesirability, and in 1895 a second study upon reports from the teaching force gave a general review of the situation and enabled the school authorities to determine the value of things attempted in the three years preceding. It was found that a fair trial had proved satisfactory in the main to all parties concerned, pupils, teachers, parents and Board of Education. The improvement in the quality and quantity of work in all grades was too marked to allow even one thought of returning to the old regime. The schools had practically been made over and upon the basis that they were for the pupils, and not the pupils for the schools. A healthy enthusiasm among teachers in the good work, and an appreciation of their efforts by the public were not the least of the good results obtained by three years' hard work.

There was a feeling, however, that the work was not yet so thoroughly organized as it should be. In making so many changes, it had been difficult to keep the work well balanced; therefore the next step plainly awaiting the school authorities was the formulation of the past years' investigations into more stable form. To this end, a Committee of Twenty, consisting of special teachers, principals and grade teachers who had had special training along one or more lines of work and who had also been successful in teaching, was appointed. As originally constituted this committee was composed of Mrs. Rosa V. Winterburn, Walter J. Kenyon, U. E. Taylor, Alice Smallfield, Clara Stier, Wm. H. Murray, Adelaide Pollock, D. A. Mobley, J. H. Wilkinson, Willis Lynch, Edward Hughes, D. W. Braddock, Mrs. Cora N. Bayley, Letitia Summerville, Emma Snapp, Jessie M. Stringham;

Alma Patterson, Belle Mitchell, B. Dena Lottman and Maude A. Southworth. From time to time, by their withdrawal from the school department, some of these members dropped out and others were appointed to continue the work. The chief work of this committee was to consider the matter and method of a graded course of study (first eight school years) with special reference to the needs and conditions of the Stockton schools. As a first step in this direction a careful study was made of the educational value of each subject with a view to determining its relation to other subjects and the amount of time to be devoted to it. The committee was then divided into sub-committees, each of which considered one subject and its related branches throughout all grades. The following divisions made were:

Reading, Writing and Word Study (including Phonics, Spelling, Word Analysis, Dictionary Work, etc.).

Language (including Language Lessons, Grammar, Composition and Rhetoric).

Mathematics (including Number Work, Arithmetic, Form Study, Geometry, Algebra, Book-keeping and Business Forms).

History (including Literature and History proper).

Natural Science.

Geography.

Music, Physical Culture and Ethics.

Drawing, Manual Training and Domestic Economy.

Night School.

In order that breadth of view might be obtained and that the committee might keep up with the best thought of the day on the problem of a curriculum, letters were sent out to the superintendents of public instruction of almost every state of the Union and to city superintend-

ents in many cities noted for their educational advancement asking for reports, courses of study, syllabi or any investigations along the same line of work. The mass of material received in response was carefully considered, the best points noted and every adaptable idea utilized.

Throughout the whole period of investigation, which extended through three years, the work of the committee was kept in close touch with the schools, particularly along the line of history and literature, music and physical culture, drawing, geography and nature study. In these subjects the course prepared was presented to the teachers through grade meetings presided over by the supervisors of those departments. The results in the classroom were noted and guided by the supervisors, who in turn worked out the finished course with the aid of the various committees.

The year 1900 saw the work of the superintendent, supervisors, committee and teachers brought to such definite form, so thoroughly tested and reviewed, that the time was ripe for its presentation in permanent form. The modest pamphlet, "Outline of Studies," was published in that year, and its introductory note tells, in brief, the whole story of the conception, growth and ideals of the present course of study of Stockton.

"The Course of Study which follows is an expression of the educational growth during the last decade in the primary and grammar schools of Stockton. It furnishes a minimum standard of attainments that, in many grades, may be surpassed in the future as it has been excelled in the past. In all essentials, however, the teacher is expected to conform strictly to the outlines given.

"The teacher should always remember that it is the child who is to be developed rather than the subject that

is to be taught; that courses of study, programs and text books are but aids in this development. For the larger portion of the time the class must be instructed as a whole, but the pupil as an individual should never be overlooked.

“If, through sympathy and guidance, the individual pupil is led to know how to study and how to think, and is given a fair knowledge of the practical affairs of life, the ideals embodied in this course of study will be realized.”

Nearly ten years have passed since the Stockton methods were crystallized into satisfactory form. They have continued to meet, and indeed to surpass every demand made on them, and have, moreover, won the highest praise throughout the educational world, earning for Stockton a distinguished place among the prominent educational centers of the country.

While the basis of education in Stockton was undergoing such a thorough revision, it is interesting to note the changes in methods and results accompanying the reformation. One of the first and most important reforms accomplished was in the increased rate of attendance and the diminished percentage of tardinesses. To secure the regular attendance of the largest possible number of children, to arouse their interest and pride in their schools, to promote prompt and punctual attendance in order that every moment of valuable time might be utilized was a problem that early presented itself for solution. That these desirable ends had not previously been secured is made plain in a report by Superintendent Barr in 1892 in which he suggested a method for obtaining better results along these lines:

“One of the first essentials in the successful manage-

ment of a school is the punctual attendance of the pupils. Are our schools up to the standard in this matter? A record of 18,265 cases of tardiness as shown by the final reports of the principals, an average of seven tardinesses for every child enrolled in the public schools, is sufficient answer.

“This record cannot be wiped out, but its repetition can be prevented. This can be done only by the most earnest co-operation of the parents and teachers, aided by such penalties and incentives as may be offered by the Board. Parents should realize that their children can make progress and maintain an interest in their studies only by attending school regularly and punctually. Among our pupils are many boys and even girls who are confirmed truant players. How can this be corrected? How can this habit of being tardy be done away with?

“(1) By making the school pleasant. I can remember many schoolrooms I have visited where this was the keynote of the punctuality and resultant good work.

“(2) By having the most interesting lesson or some short exercise just after 9 o'clock.

“(3) By (best of all) personal interviews with the parents.

“(4) By having a truant officer to whom all cases of confirmed truancy could be reported. Let our truant players once thoroughly understand that they will be detected in every attempt at truant playing and the number of children we see wandering about the streets during school hours will be surely decreased.

“(5) The Board can also do much to encourage attendance and punctuality by offering proper incentives, making more stringent rules and providing proper penalties.”

The matter thus so strongly stated aroused a new determination on all sides to see the evils of irregularity and tardiness abated. Teachers accepted the suggestions offered by the superintendent and bent all their efforts to gaining an improved record, with such effect that in 1893, Superintendent Barr was able to report:

“A decrease in the number of tardinesses of 14,319 cases or 78.4 per cent. in one year, is certainly strong evidence that the apathy that had been gaining such a hold on the Stockton schools is being rapidly overcome. The greater regularity of attendance (increased 16.2 per cent.) and punctuality indicate several movements in the right direction, the most important of which are: Closer relations between the home and the school and more effectiveness on the part of the schools. These results are due almost entirely to the more earnest work of the teachers and to the more loyal co-operation of parents and teachers.”

In 1893, a new interest among pupils was awakened by the announcement that medals would be awarded to the pupils obtaining the highest average in attendance, punctuality and deportment. This step was made possible by a bequest of \$1,000 to the schools of Stockton from Dr. W. P. Hazelton, the first teacher in the first public school in the city. Remembering with kindly interest the city where he had laid the foundation of wealth, the pioneer teacher left the sum mentioned to provide medals for the most deserving pupils. Accordingly the amount was so invested as to bring an income great enough to provide medals for several years, but the financial stringency of later times and increasing numbers in the schools have made it impossible to continue the award.

The suggestion of Superintendent Barr in 1892 that

a truant officer be appointed was not utilized for nearly fifteen years. The need for such an officer was often commented upon, and at various times throughout the existence of the school system the aid of the police department was invoked with more or less effect. At times an officer was detailed to take charge of truants whom he might apprehend, but such efforts were intermittent and productive of little result. The burden of seeing that pupils were regularly in school fell upon the teachers who had neither time nor means to enforce such attendance.

Punishment for tardiness, loss of standing by absence, the offering of medals and prizes, persuasion, appeals to pride—every means that might be suggested to fertile brains were tried with success enough to secure a high average of attendance. It was plain, however, that there were still many children who were not availing themselves of the opportunity for education, and as the law made provision for their compulsory attendance, it was decided on Sept. 7, 1906, to appoint a much needed attendance officer. Mr. F. J. Ryan was selected as a most efficient person to hold this important position and entered promptly on the discharge of his duties.

Although appointed by the Board of Education, and under pay from them, the attendance, or truant officer, has province over all children whether members of a public or private school. He is empowered by State law to inquire into the kind and quality of any child's schooling, and compel his attendance at some institution of learning. He may also issue age and schooling certificates to any child between the ages of 14 and 16 who can read and write satisfactorily. The possession of such a certificate entitles the child to work, otherwise he is

debarred from any form of employment during the hours when the public school is in session. Heavy fines are provided for parents who fail to observe the provisions of the law, no other excuses for non-attendance being acceptable besides the physical or mental disability of the child, and such reasons as death in the family or the observance of religious holidays.

The conditions of compulsory attendance, which had long been honored most in the breach, were now enforced with such close observance that the streets were soon cleared of vagrant children, and large numbers who had successfully evaded the school authorities in times past were soon seated under a teacher's charge. The habitual truant soon learned that his breach of the law would not pass unnoticed and the less hardened offenders submitted themselves to authority. Those who persisted in truancy found themselves haled before the courts where some were sentenced to correctional institutions and others placed upon strict probation. Where parents were inclined to uphold their children in defiance of the law, the imposing of a fine in any sum up to \$50 was an effectual stop in most cases at the first trial. The word was soon passed from child to child, and from them to the parents, that a watchful eye was upon them and that any attempt to evade the law would bring prompt punishment.

At first the demands of the law seemed too severe but a persistent application demonstrated their wisdom. Its provision as to the employment of children soon overcame the frequent and disturbing requests to excuse children at unusual hours in order that they might deliver papers, carry father's lunch, help mother care for the baby and the thousand and one excuses so well known to the teacher. The boy who wants to leave school and go to

work because he cannot agree with his teacher now finds himself confronted by the necessity of obtaining an age and schooling certificate, an often insurmountable object that compels consideration.

While it is not possible to say just how the percentage of attendance has been affected by the labors of the attendance officer there is no doubt that it has been increased. Absentees are so well accounted for that there are practically none who are not under surveillance of the officer, and all fully understand that they must submit themselves to the school authorities.

The attendance of the largest number of children being assured, the next point to be considered is the method of handling classes so that the individual receives the greatest possible attention. To this end the grouping system is generally employed. Classes are divided into a number of small groups in which pupils of about the same grade of attainment are gathered. For some years the popular method was the division of a class into three parts, A, B and C. The A division was composed of the brightest pupils, most capable of independent work, who were allowed to progress as rapidly as their powers admitted. The B division contained those of medium attainments, while the C division was composed of those who needed especial attention. In certain subjects, as history and literature, the class recited as a whole, but in other subjects each division was given work suited to its needs. By this arrangement, while one division was receiving attention from the teacher, another was thrown entirely upon its own responsibility, cultivating a power and habit of independent thought and study.

The results of this system were excellent. By reducing the size of classes in recitation, the teacher was enabled

to give more careful attention to each pupil, more opportunity was given for studying in the school room, thus reducing the necessity for "home work," and better students were developed.

In 1903 the system was carried even nearer to individual teaching by the arrangement of school hours. At the present time the divisions into groups are maintained, but the afternoon period is so divided that the last forty minutes of the school day may be devoted entirely to pupils needing special assistance. At 3:10 p. m. those pupils who have satisfactorily fulfilled all requirements in their school work are dismissed and the teacher left alone with a small group who then receive individual help in the branch in which they are most deficient. One day of each week is set aside for particular studies; as, Monday, arithmetic; Tuesday, spelling; at which time pupils below grade in those studies remain for individual instruction. By this plan the teacher is relieved from acting as disciplinarian and can give all her attention to her teaching duties; pupils are relieved from the necessity of "home work" by being afforded ample study time during school hours, and the slow student is given the assistance he needs in the best way.

The efficiency of our present public school system and its general popularity is sufficiently attested to by noting the 1909 census returns in regard to attendance; 3,680 children between 5 and 17 years of age are reported for the entire district; of these 2,628 attend public school, while only 347 are sent to private institutions. Of the 347, a number being under six years, at which age they are permitted to enter public school, are attendants at kindergarten, making the proportion of children in private schools but eligible to entrance into the graded

schools less than one-tenth the entire school population. Such a showing is most encouraging to the school authorities in view of the fact that, in certain parts of the district there is a large foreign population whose preference ordinarily leans to private education.

Writing

Penmanship occupied a special niche in the course of study from the time of W. A. Houghton's appointment as special teacher in writing in 1873 to his death in 1892. Mr. Houghton was an enthusiast in his line of work and by careful personal attention to every pupil, aided by the daily supervision of the grade teachers, he maintained the standard of penmanship at a high average. His methods of teaching were careful, and by force of his own example as well as by the power of winning his pupils, he attained a degree of success that needs no criticism.

After nearly twenty years of faithful and successful teaching, Mr. Houghton passed away, April 16, 1892. As a testimonial of grief at his loss and respect for the man, flags were floated at half-mast on all the school buildings and arrangements were made by which teachers and pupils were to attend the funeral in a body. At the hour of funeral services, the long line of children assembled at the home of their old friend and escorted his body to the Baptist church, where services were held. Passing into the church to view their friend's face for the last time, each child deposited a bouquet beside the casket until it was buried beneath the floral offerings. Following the cortege to the cemetery, seven hundred pupils fulfilled "Uncle Billy's" last request by dropping

into the grave a steel pen, the instrument by which he had won his place in the hearts of all.

The problem of finding a teacher to supply the vacant place left by Mr. Houghton was not solved until the beginning of the next term, June, 1892. At that time Miss Letitia Summerville was appointed special teacher of penmanship and carried on the duties of the office in a most satisfactory manner. Under her guidance the system of vertical writing was introduced into the schools. By the inauguration of the new system the teaching of writing was placed on an entirely new basis. Not only had the pupils been greatly benefited by the introduction of vertical writing but the teachers had so shared in the good results that Miss Summerville was able to report to the Board in 1896:

"The handwriting of the teachers, too, shows the advantages of the system. Fifty of the regular grade teachers in September, 1895, were slanting writers, very few of them at that time possessing a professional hand. June, 1896, makes a showing of forty-four vertical writers, many of them remarkably fine, and all better for the change."

Having thus equipped the grade teachers to fulfill acceptably the duties of a special teacher in penmanship, it was decided to give the formal art of writing entirely into their hands, devoting the time and money thus saved to branches where special supervision was more necessary.

On this basis the teaching of penmanship maintained its high standard for several years, but the general demand for a more speedy system of writing than the vertical made necessary a change and with it the employment of a special teacher. On September 8, 1905, Mr. Frank

A. Kent was elected teacher of penmanship. He introduced a new method of penmanship which combined the good points of the old Spencerian with the later systems of the vertical, securing by a moderate "slant" a rapid and easy style. Mr. Kent's work ranges from the High School, where his branch of study is one of the most important parts of the commercial course, through all the grades, supervising the teacher's daily work and directing personally the pupils' efforts.

The high standard of penmanship maintained in the primary grades enabled the pupils in several schools to win for their school room some choice pictures and works of art at a time when the schools were beginning to take an especial interest in school room decorations. The opportunity was presented to them through the generous offer of Mr. Joseph Steinhart, a merchant of the city, who proposed to present a number of works of art to each of the four primary grades, the award to be on some competitive basis, to be approved by the Board of Education.

That body, through a committee, decided that the award should be made to the classes showing the greatest advancement in penmanship during the school year ending June 30, 1899. Toward the close of the year each class presented a set of specimens, known by number only, and enclosed in sealed envelopes, to an impartial committee, who judged the exhibits and determined their merits. The result of their selection was the award of pictures and casts to the following grades:

Weber First Grade—Miss Lillian Taber — Saved (Sperling).

Jackson First—Miss Hattie Doan—Woman Herding Geese (Schuller).

Jackson Second—Miss Mary Gall—Pied Piper of Hamelin (Raublach).

Washington First—Miss Clara Stier—Pastoral Scene (Weishaupt).

Franklin Third—Miss Ella Chase—Cupids of Sistine Madonna.

Lafayette Fourth—Miss Jessie Stringham—Cast—Children playing musical instruments.

The possession of these pictures has proved a never failing source of pleasure and inspiration to the grades where they are displayed.

Music

In compliance with the letter of the state law, music has always had its nominal place in the schools of Stockton, although, as a matter of fact, systematic and successful instruction in the subject has been introduced only within the last twelve years. For many years music was entirely absent as an element of education, class singing being used only as a recreation. From the time of the founding of the public schools, music, in the form of rote songs, had its place, but in 1861 it was raised to a higher basis by the election of a special teacher, William Wilson. Mr. Wilson was a tenor singer of local note and was eminently qualified to teach music as it was presented in those days before any pedagogical system had been formulated. He visited the classes of the intermediate and grammar grades twice a week at the closing hour and gave instruction in musical notation, reading and class singing. Some individual singing was required and classes were trained in some two-part songs.

Mr. Wilson continued as special teacher of music until

1863, when he returned to his eastern home. In his place Miss Louise Carr was appointed, and she was succeeded by H. J. Todd. Mr. Todd was a cornet player as well as a singer, and utilized the instrument in leading the singing. In 1876 he resigned to take up the study of medicine, and was succeeded by Emile Dreyfous, whose chief qualification for the place of music teacher was that he was a professional violinist. His instruction consisted largely of violin solos and was so far from successful that he resigned before the close of the term in 1878, and the schools were without a teacher for the remainder of the term. The question of retaining music as a part of the course of study was warmly debated by members of the Board, but was given a further trial by the election of G. W. Jackson in 1878.

In the meantime, music had been included in the studies necessary to promotion, in the hope of arousing the interest of pupils. It was a step that aroused at once a storm of antagonism from parents, teachers and pupils. The relative value of music in the course of study was a question that could not be settled satisfactorily. At last the storm broke over the alleged unfairness of the markings in an examination, and the matter becoming almost personal between the special instructor and members of the Board. Mr. Jackson resigned and the teaching of music was abolished from the curriculum.

Reviewing the status of music in the schools during the years of special teaching, the chief trouble seems to have been that while the teachers selected were musicians they were not prepared for the difficult art of public school teaching. Their efforts were earnest, but failed through lack of system and method. In the majority of cases the grade teachers had no knowledge

of music and were unable to give any assistance to the special teacher, and the subject received but little attention between the visits of the instructor. The result of the instruction was rather in the training of choruses than in an understanding and appreciation of music as an art. The final attempt to force melody into the narrow limits of memory and mechanism gave the death blow to a subject that should have been a source of pleasure and delight.

For many years after this the only regulation of the teaching of music was the provision in the course of study: "Rote singing at the discretion of the teacher, not to exceed ten minutes a day." Under this regime, music was almost a dead art in many schools. In others it was truly rote singing, for the class songs were only a perfunctory part of the regulation opening exercises, selected without care as to their musical or educational value, sung in the same strident tones by each succeeding class and looked upon by the children as a disagreeable part of an unchangeable system. On the other hand, there were musical spirits among the teachers who inspired their classes with a love of song, although the time being snatched from other studies considered more practical, the instruction was not comprehensive.

The question of again introducing music into the curriculum was brought up by Superintendent Barr in his report for 1893, in which he pointed out the doubtful value of musical instruction upon the basis it then occupied, and then urged that its value as an educational element be recognized by providing for better instruction therein. The lack of success in special musical instruction during past years remained a bar to its reintroduction, however, and it was not until 1897 that a decision was

reached to make music a part of the course of study under the supervision of a special teacher. At that time Mrs. Clara L. Bartholomew, a teacher of long experience and a student of music, was called to take charge of the newly adopted branch of study. Mrs. Bartholomew, being a woman of unusual force of character, with the ability to inspire all about her to work with earnestness, soon put into creditable working order a system that began in the lowest class and carried the pupils through carefully graded exercises to a practical knowledge of vocal music.

The task of introducing music into the schools was herculean, for only a small percentage of the teachers had even the rudiments of a musical education. As the main burden of the teaching fell upon the grade teachers, it was necessary to instruct them, a task which Mrs. Bartholomew faithfully and carefully performed. Weekly meetings for the teachers were held in which they were fully trained in the work assigned their grade. The lesson for each week was carefully prepared for every grade and first presented to the class by the supervisor. It then became the teacher's task to complete the teaching for that week, at the end of which time the supervisor again visited the class, hearing the lesson of the week past, correcting errors, helping with difficulties and presenting the new lesson. So perfectly graded and pedagogically arranged was each lesson that the end of the year saw the classes attaining all standards set for them with enthusiasm and understanding.

The teaching of music was successful. It was no longer an experiment but had assumed permanent form. The feat had been performed through the personality and ability of the supervisor, Mrs. Bartholomew, who, having

accomplished such results, now withdrew from the field of labor and handed to her successor a perfect working system.

Miss Minnie A. Paige was next elected to supervise the teaching of music. Trained in the same school and by the same methods of her predecessor, she was eminently fitted to continue the good work of the previous year. Under her supervision music maintained its place in the schoolroom and both pupils and teachers increased in knowledge and power. After one year Miss Paige resigned and in her place was appointed a Stockton young lady, Miss Emily Dodge, who had given the teaching of music special attention in eastern schools. Under Miss Dodge's careful, earnest leadership the love of music has grown stronger in the schools. Its refining influence has been manifested in many ways in the schoolroom, while no critic now thinks of disputing its educational value and right to a place in the curriculum.

Physical Culture

The status of physical training up to 1893 is well summed up in Superintendent Barr's report for that year when he says:

"But little attention has ever been paid to physical training in our schools. For years many of our teachers have occasionally given physical exercises to their pupils. The exercises have generally consisted of simple movements and marches. In some few instances, simple exercises with dumb-bells have been given. Rest and recreation have been the principal objects sought. The educational value has been somewhat overlooked. There should be regular program work in physical training, the same

as in other branches. This course could be done to greater advantage under the supervision of a specialist. When this is done we shall see a decrease in the number of drooping figures, round shoulders, narrow chests and curved spines, which seem to be an inseparable element of the modern school room."

In this condition the matter of systematic physical training stood for several years until the Board of Education was enabled to combine the offices of physical and musical instructor in the service of Mrs. Clara L. Bartholomew.

Thoroughly qualified both as a public school teacher and a student of physical culture, Mrs. Bartholomew introduced a system of exercises, based on the Preece system, so simple and yet so valuable that they were received with enthusiasm by teachers and pupils. The close of the first year fully demonstrated the wisdom of such training in the schools, and succeeding years have strengthened the belief in its value. Not only have the results shown themselves in the improved carriage both of pupils and teachers, but the agitation of the subject at its first presentation secured better adjustment of seats and desks in the school room. Investigation has shown that a large proportion of pupils were enduring the discomforts of seats too high or desks too low, greatly to the detriment of their growing bodies.

By more careful seating, by the use of foot rests or by means of adjustable seats, the comfort of every pupil is assured, while physical exercises afford a pleasant variety to school room routine and at the same time cultivate grace and ease of carriage. Miss Paige, for one year, and Miss Dodge up to the present time, have carried on the work in physical culture with eminent success.

Drawing

The importance of drawing as a means of expression was not recognized by early boards of education and teachers. As an accomplishment it was considered an unnecessary imposition upon the time of school children, and its only recognized use was in map drawing and the simplest mechanical efforts. Drawing had its place in every course of study outlined, but it was at the foot of the list, and the attention given it was merely nominal and occasional. Instruction was mainly by means of tablets and drawing books from which pupils copied geometric forms and set objects, figures or landscapes. Teachers were not prepared to go outside these texts for material, hence originality was not encouraged. The ability to draw was looked upon as a gift, heaven-sent to a few, while those to whom this talent was denied need not hope to acquire it. Hence drawing was confined chiefly to map drawing, and its every other phase almost totally neglected.

On September 30, 1890, the Board of Education unanimously adopted the following resolution:

“Resolved, That industrial drawing be taught in all the public schools of the city of Stockton, beginning with the term which commences on the last Monday of September, 1890.”

The adoption of this resolution made a new epoch in the teaching of drawing, for the subject was committed to the care of a special teacher, thus insuring trained instruction. Mr. E. T. Adams was the first special teacher of drawing, and under his charge the subject received, for the first time, careful attention and real teaching. In 1891 Mr. Adams resigned his position in Stockton, and

Miss Marion Adams was appointed in his place. Under her direction the study continued to improve, but its limits were still confined to industrial drawing. This was unavoidably so, for public opinion was not ready to admit advanced methods. The ground had to be prepared for sowing the seeds of the "new education," which was finding its way into all other departments of the schools.

The placing of drawing and art instruction on a solid pedagogic basis began in 1895, when Walter J. Kenyon was made supervisor of that study. Under Mr. Kenyon a new regime began, in which drawing was not taught as an "extra" or "accomplishment," but took its place in the curriculum for its pedagogic value. The work thus begun was continued by succeeding instructors, Mr. F. H. Meyer and Mr. W. S. Rice, both of whom are artists of thorough training, as well as teachers of merit and power. The changes which these men made and the results aimed at are set forth in "Outlines of Study," under the title "Drawing and Art," the following being from the pen of Mr. Meyer:

"Art is added to drawing because drawing hardly covers all the work which is at present given in the time set aside for this study in the school curriculum. The old-time drawing consisted mostly of copying from the flat, and the drawing of geometric figures, and had at its best the narrow aim of training only the hand and eye. The chief aims of drawing as taught in the best schools today are to lead pupils to acquire, first, the power of accurate observation; second, keen perception; third, sound reasoning; fourth, the development of a taste for the appreciation of the beautiful in nature and the achievements of man. To cultivate the first three named,

object drawing and color work are given, while the study of the principles underlying designing, the study of historic ornament and picture study are used to secure the latter."

The scope of this branch having been widened and brought to a point where it occupied an important place in the curriculum of both High School and grades, it became necessary to divide the labors of its teaching, and in 1907 Mrs. Grace A. Stewart was made supervisor of drawing in the grades, Mr. Rice remaining in charge of the High School work.

As now taught in Stockton, art is a language which is made to aid in the expression of other studies. While it is also taught as a study in itself, it is made of daily practical use to the pupils in all branches—history, literature, arithmetic, etc. No drawing books are used to accomplish this work. Monthly meetings with the supervisor of drawing enable the teachers of each grade to carry out the instructions given by her at her weekly visits to each classroom. The present results have been obtained by hard work on the part of special and regular teachers, but the satisfaction of seeing increasing power and love for the beautiful has been the reward of all.

Manual Training and Sewing

In June, 1894, Walter J. Kenyon, a graduate and former instructor of the Cook County Normal School, was appointed supervisor of drawing, geography and manual training in the Stockton schools. The appointment as instructor in manual training was, however, merely nominal, as the first six months of Mr. Kenyon's stay in Stockton were devoted to the other subjects mentioned, while the

way was being made clear to the institution of a course in manual training. By December, 1894, the Board of Education was ready for the innovation; a course of study in manual training, outlined by Mr. Kenyon, was accepted, and the erection of a suitable workshop was at once commenced. This building was a one-story structure, situated on the eastern portion of the High School grounds, a most convenient location. As first erected, it contained one room, 36x41 feet, with interior unfinished, except partitions enclosing a toolroom and wardrobe. Overhanging one-half the room was a lumber loft. The capacity of the school was twenty pupils at a time, ten double benches occupying the floor space. These benches were 60 inches long and 36 inches wide, and were equipped with jack plane, smooth plane, rip saw, crosscut saw, tenon saw, hammer, two try squares, two two-foot rules, two pairs of dividers, two marking gauges, two patternmaker's knives, four chisels, screwdriver and set of bits, with brace. Besides these there was a general set of tools for the whole school, and such other articles, grindstones, etc., as were necessary to a complete equipment.

The course of training offered was an adaptation of the general principles of the Swedish Sloyd, consisting of eighty-five exercises that constantly increased in difficulty of execution, and that were intended to cultivate precision, order and personal responsibility, the keynotes of the whole system. The work was optional with pupils of the eighth grades, two divisions from each of two schools being given instruction for an hour and a half on two afternoons of each week. During the second year of the school's existence it was determined to give the girls an equal chance with the boys, hence the work was made optional for forty girls in the seventh, eighth and

ninth grades. Both boys and girls accepted the opportunity thus offered them, and the work in the manual training school became so popular and the demand for places became so great that at the end of six months, in 1895, it was necessary to engage an assistant teacher, Mr. U. E. Taylor, to take charge of the constantly growing classes.

In 1897 Mr. Kenyon, to whom the credit for developing the manual training school is chiefly due, resigned, and in his place Mr. L. A. Buchanan was elected supervisor of drawing and manual training. At the same time the Board of Education decided to extend the facilities of those departments by offering a High School course in free hand and mechanical drawing and wood working. This extension of the work necessitated a remodeling of the manual training building, which was enlarged by the addition of a second floor, topped with skylights, making suitable quarters for the drawing department. New machinery was added to the wood working department, making the equipment one of the best of its kind, though not the largest, in the state.

After the addition of manual training to the High School course, the work of the grade schools was somewhat curtailed. The increasing cost of maintaining the standard of the school became, however, a factor that required the attention of the Board of Education. More urgent necessities for investment in buildings and improvements finally brought them to the decision to close the manual training school. Hence at the end of the term for 1901-2 the little workshop ceased to be occupied by busy workmen, and manual training in the Stockton schools became a thing of the past.

The way to replace it in the curriculum was not made

clear until September, 1905, when a work room was fitted up at the Jefferson school, and Miss Lottie Pellegrini was put in charge, with seventh grade pupils under her direction. Success attending the re-instatement of manual training, it was soon after arranged to extend the course to eighth grade pupils. As these were gathered at the Washington building, the old manual training building was available for their use. It is now occupied by classes of boys under the charge of Miss Frances DuBrutz.

The success attendant upon the new regime of individual teachers has established the work on a permanent plane, constituting the most important recent addition to the elementary course of study.

Manual training for the girls of the Stockton schools did not long hold their interest, and, as the work was optional, it became necessary to find some other valuable occupation for the girls, while the boys of the upper grades were learning wood working. With this end in view, the Board of Education, in 1900, appointed Mrs. Marie Reimers supervisor of sewing in the eighth grade. Mrs. Reimers was eminently fitted to introduce the new branch of study, as she had prepared herself abroad in the schools of Norway for this particular branch. Under her practical and systematic guidance, the girls of the seventh and eighth grades of the city are now receiving thorough instruction in a useful accomplishment. They thoroughly enjoy the work, and its good results are daily becoming more manifest.

The High School

No information regarding the foundation of the High School is obtainable from official records, as the early minute books of the Board of Education, if in existence,

cannot be found. Hence memories and impressions in the minds of early patrons are almost the only source of knowledge. In an opinion rendered to the Board of Education by City Attorney Thompson, in 1900, it is said:

“There are no records of the Board of Education in existence showing the proceedings of the Board of Education creating a High School in this city. The only reference to the matter is found in the *Stockton Daily Independent* of date December 9, 1869, which, in its report of the proceedings of the Board of Education, at a meeting held December 8, 1869, among other matters, recites the report of Sidney Newell and H. T. Dorrance, committee on schools and teachers, which contains the following suggestions relative to the establishment of schools:

“ ‘In the Second Ward, one high school and one first grade school; and recommending the admission of children duly qualified from other school districts upon payment of four dollars each per month in advance. An election of teachers resulted in the election of A. H. Randall as principal and Miss A. Loomis as assistant.’ ”

Continuing his report, City Attorney Thompson says: “I find no provisions in the statutes of the state of California previous to the 8th day of December, 1869, providing for the establishment of high schools.”

From this fact it would seem that the High School was formed in accordance with that provision of the law which made it obligatory upon Boards of Education to provide education for the youth of their district up to 21 years of age. It was therefore a question of lengthening and enriching the curriculum for the upper grades, which were becoming overcrowded. In Stockton the origin of the High School then was through a natural growth upward.

It was an idea evolved slowly and matured by the increasing demands upon the schools.

Geometry, rhetoric, algebra and Latin had been taught in the first grade (the ninth and tenth school years), but rather as extras, for which time must be snatched from other studies.

According to the memory of an early graduate, the idea of forming a High School where these higher branches could be properly taught probably originated in the mind of Mr. A. H. Randall, then a first grade teacher, and it was due to his enthusiastic efforts that the school was organized. Just where lies the honor of the first conception of the school may be disputed, but it is certain that the Board of Education gave earnest support to it, while it is to Mr. Randall's energy and untiring devotion that the school owes its firm establishment and continuance through many early hardships.

The High School held its first session, with an enrollment of 28 pupils, upon January 10, 1870, in two front rooms on the second floor of the Washington building. Of these pupils, six composed the first or senior class, while the other members were divided into second or middle and third or junior classes.

Concerning the organization of these classes, a graduate of 1870 says that her first memory of the High School is that Mr. Randall called at her house and asked her if she would not like to become a member of the senior class in the new High School. Knowing that her previous studies fitted her for the highest work to be offered, Mr. Randall chose this young lady for the honor of belonging to the first graduating class. In the same way the other members were selected, while the rest of the school was made up of pupils selected from the upper grades.

The first year's work was naturally somewhat experimental. The course of study included physics, chemistry, rhetoric, mental philosophy, algebra, geometry, geology and Latin, the last named studied by only one pupil. At the close of the year, December 23, 1870, the senior class, now reduced to three, Lottie F. Grunsky, Alice M. Mills and Ewald Grunsky, was graduated with simple exercises, but with great pride in their achievements, not only on the part of parents and pupils, but of the public, as was witnessed by their presentation with first grade county certificates for teaching, granted upon their standing in their High School work.

The exercises were held in the upper northwest room of the High School building, on the afternoon of December 23, 1870. A program, consisting of essays by the graduates, musical numbers and recitations by other members of the school, an address by Rev. Mr. Ely, pastor of the First Presbyterian church and the presentation of diplomas by H. T. Dorrance, a school director, marked the close of a successful school year and the beginning of continued triumphs that have given the Stockton High School high rank in the list of the state's educational institutions.

The founding of the State University at about the same time as the High School directly affected the course of study offered in the new school. For those wishing to enter the University, Latin was made a part of the curriculum in 1873, and six students were at once enrolled in that course. Other subjects that seemed suited to the demands of the time were added at intervals, but there was little attempt at organizing a course of study.

Meantime the enrollment in the High School had increased to 70 in 1877, and a third teacher was employed, making the teaching force consist of A. H. Randall, prin-

cipal, S. D. Waterman, first assistant and Miss Lottie F. Grunsky, second assistant. The school was growing in popularity, but there was some complaint that university preparation was given too much time, and the more "practical" subjects neglected. To refute this and provide for those students who did not expect to enter college, the work of the High School was reorganized and divided into three courses—business, literary and scientific.

In 1884 the course of study was again rearranged, omitting the business course and offering English and literary courses, the only difference between the two being that bookkeeping, history or botany and trigonometry, or a review of English grammar were substituted for Latin during the three years. The remainder of the two courses was made up of prescribed work in algebra, rhetoric, English grammar, history or physiology, chemistry, physics, geometry, arithmetic, physical geography, English literature and astronomy. The constitution and government of the United States were studied in the English course, while the study of English and American authors, composition writing and general exercises were required from all students.

With slight variations, the course here outlined was retained for several years, having been found satisfactory in general, although still open to the charge of preparing for the University to the exclusion of preparation for business life. This criticism was given strength by the inauguration in 1884 of the system of accrediting by the State University. Under this system any High School reaching a required standard, as ascertained by personal examination by university professors, was placed upon the accredited list, thereby winning the right for its pupils of entering the University without examination. Nat-

urally such an honor was greatly desired, and the Stockton High School bent its energies to gain a place on the list, and, having won fourth place in 1885, to retain or surpass that standing.

In defense of the work offered High School students, Principal S. D. Waterman reported in 1886:

“Objections are made by some that the course of study is arranged solely for the purpose of sending three or four students yearly to the University. We have a few in each class that desire to take a more extended course than ours affords. While these are doing their work preparatory for the higher institution, the others are receiving the same instruction, and until it is shown that this course is not as good as any for the general student whose course ends with the High School, such objections have no weight. A demand was made a few years ago for something practical in the course, and book-keeping was added. Any study, however, is practical that develops the mind and the faculties of the student; and that course is best for the student that gives him the best mental drill.”

The methods of instruction then prevailing in the High School were in accord with the theories of the time, drill and memory constituting the chief powers by which knowledge was imparted and acquired. The laboratory method in the sciences was in its feeblest infancy, the ante-room dignified by the name of laboratory being too small to allow individual experiments.

The hours of recitation and study were the same as in the grammar grades, and there was no schedule of recitations necessary for the guidance of the student, as each class remained in its own room and awaited the coming of the teacher. Two rooms, with one small recitation

room, the laboratory and principal's office, were sufficient to accommodate all students until 1890, when a third room was occupied by High School classes.

In 1891 the increasing attendance compelled the preparation of more extensive quarters for the High School classes. The condition of the department's finances was not such as to warrant the building of a new school, nor was the rapid increase in attendance foreseen, hence the problem was solved by capping the old building with a third story, containing four large rooms. The High School was now installed in five rooms (a convenient laboratory having been fitted up on the second floor), with a corps of four teachers. The graduates of that year (1892) numbered 36, twelve times the number that had composed the first graduating class twenty-two years before.

The permanence, prosperity and popularity of the High School having been established, it was time to begin to look to its improvement in order that it might keep pace with the march of progress in the lower grades. The first important change that raised the standard of the school was made in 1891, when for the first time Greek was taught, with such success that the High School was placed on the University's accredited list in the classical course. In 1892-3 French and German were offered, for the first time, as electives, and proved to be quite popular.

In his report for 1893 Superintendent Barr recommended that a fourth year be added to the High School curriculum, and suggested the establishment of a commercial course. His proposed changes were seconded by a report from Principal Pennell, in which he says:

"I would recommend that a fourth year be added to the High School curriculum; that mechanical and industrial drawing be taught, and a commercial course of two

years be given. This course might include the same English as given in the regular course, most of the mathematics, and in addition commercial law, stenography, typewriting, etc. Wherever such courses have been established, it has been found that they are attended in great part by those who would not otherwise pursue studies beyond the grammar grade."

The first of these proposed changes was brought about by the regrading of the elementary schools in 1894, when the ninth year grade was made a part of the High School, making an elementary school course of eight years and a High School course of four years. As a result of this change, it was necessary to carry forward the bookkeeping taught in the former ninth grade, thus introducing, as an elective to pupils of the lowest class only, a commercial course including bookkeeping, commercial arithmetic, correspondence and business forms. At the same time a revision of the whole course of study resulted in the adoption of five courses, classical, literary, scientific, modern language and general, so arranged that pupils might understandingly select a course leading either to the University or giving a general literary or scientific training that fitted either for business life or teaching.

In 1895 manual training and drawing were made a part of the ninth grade instruction. Within two years this course, as well as the commercial course, was extended to cover two years. Gradually the character of the subjects offered was changing; the school was becoming less and less exclusively preparatory to the University, and was attracting to itself a class of students who hoped to fit themselves more thoroughly for the struggle of life in other than professional paths.

It was impossible to overlook longer the demands of

these students, therefore in June, 1900, the Board of Education, together with Superintendent Barr and the principal of the High School, F. E. Perham, planned and adopted a new course of study by which two broad divisions were made, "the one leading to the University, the other to fit as well as may be for the needs of business life." The working plan for this system is outlined in the resolutions given herewith:

"That the work in the Stockton High School be so changed that there shall be two well defined divisions—one having two courses carrying such subjects as lead directly to the University; the other having courses designed especially for those who have no thought of entering the University and desire subjects that shall be of the greatest service to them in everyday life.

"That the first division of courses be known as Literary and Scientific, to remain, with some minor changes, as at present outlined.

"That the second be known as Industrial Courses and constitute two courses for the first two years, to be merged in one for the last two years.

"That the first of these two-year courses have for its central idea a business education with an opportunity for those who so elect to take the work in Manual Training.

"That the second of these two-year courses have for its central idea the work in Manual Training with an opportunity to elect the course in Business.

"That these courses when merged in one give such work in Stenography and Typewriting as shall render the graduate proficient in those subjects.

"That the Business Course be further strengthened

by the addition of Economics, Commercial Geography and Commercial Arithmetic.

“That in the Industrial Course no consideration be given to the demands of the University in the subject of Mathematics and that instead of three or four years as required by the University a minimum requirement be made of two years in that subject.

“That in the Scientific Course the subject of Botany be introduced in the Junior year in place of History, and that the subject be made elective in the Industrial Courses.

“That for the Industrial Courses the work in English be thoroughly revised.

“1st. By omitting the subject of mythology as a textbook study and limiting the work to the study of a brief outline given by the teacher.

“2d. By devoting the time gained through curtailing the work in mythology and through abridging the demands of the University in other lines of English to a more extended study of grammar, composition and spelling.

“That an Art Course be established requiring two years’ work in the Sub-Junior and Junior years.”

The course as outlined above was put into practice at once, the industrial courses attracting a large class of students who might not have entered the High School otherwise.

The demands of the University continuing insistent, however, additions and changes were made from time to time along the line of university requirements, until in 1905, the equal balance between commercial and university courses as first intended was entirely lost. At that time six courses leading to college were offered against one fitting for business life. Even in that one

course, eleven out of sixteen required subjects were based entirely on university requirements.

The old complaint against the High School, that it was merely preparation for college, was revived in full force. The problem of how to meet and overcome this criticism was brought strongly before the Board of Education when Arthur P. Tatterson assumed the chair of president of that body in 1905.

In a careful, exhaustive and forcible presentation of the question, Mr. Tatterson made it clear that the High School was not fulfilling its complete mission to the students then thronging its halls. Without criticism of its efficiency as a "fitting" school, he pointed out its possibilities as a "finishing" school in these words:

"While your president is in favor of fitting students for the universities, he is convinced that the High School has a mission equally if not more important, namely, to so train its pupils that they may be best fitted to earn a livelihood.

"Stockton is a commercial and manufacturing city. The great majority of the students attending the High School step at once from that school into some one of the many business and industrial activities in or near the city. To such students a mastery of the English language, an ability to perform arithmetical calculations with accuracy and dispatch, skill in composing a good business letter, a knowledge of book-keeping, commercial papers and business forms and a rapid, easy, legible handwriting will be of far more value than will the long list of university requirements."

Binding his argument by the presentation of facts and figures, Mr. Tatterson pointed out that while a goodly proportion of students applied for admission to the com-

mercial course, they were often forced out of it by failure in the college preparatory branches. This seemed to show that there was a real demand for commercial training which the High School was not supplying, in view whereof Mr. Tatterson said:

"In my judgment the facts submitted fully warrant a complete remodeling of the commercial course in the Stockton High School. Every student desirous of preparing for entrance to the higher institutions of learning should be given every opportunity to take the work demanded by the universities. On the other hand every boy and girl desirous of securing a business education should be given the training demanded by the business world and without interference from university requirements.

"In any changes that may be made in the commercial course I trust the Board may take into consideration the following suggestions:

"(1) That the commercial course be absolutely divorced from university requirements.

"(2) That the commercial course be so modified as to be a direct extension of the grammar grade work.

"(3) That the grammar school course be simplified, the more technical parts of arithmetic, of grammar and perhaps of other subjects to be taken up in the commercial course.

"(4) That the work in the commercial course be so arranged as to fit the needs of the large class of young men and women who have at most but one or two years to attend the High School.

"(5) That in place of college preparatory work, the English work in the commercial course consist largely of

spelling, writing, commercial correspondence and grammar.

“(6) That in place of college preparatory mathematics, a strong course be given in commercial arithmetic.

“(7) That such university requirements as Latin and higher algebra be dropped from the commercial course.

“(8) That funds be set aside as soon as practicable for an extension of the commercial course to the end that the course may fit the needs of the business interests of the commercial world.

“(9) That the High School be not further expanded along the line of college preparatory work.”

The recommendations thus set forth met with approval both from the general public and from the Board of Education as a body. A committee was appointed to investigate the situation and report a remedy. Their deliberations took form the following term in a revised commercial course wherein the “needs both of the pupil taking the course and the employer looking to the school for employees” were considered. Two complete business courses were offered, one of four years, leading to a diploma, and one of two years suited to the needs of those pupils who could not remain longer in school. In excess over the work offered in the earlier course, the new classes required further work as follows:

Book-keeping	1 year
Commercial Arithmetic	1½ years
Commercial English	3 years
Economics	½ year
Stenography and Typewriting	2 years

Added to these subjects and making a completely rounded business course, were offered commercial law,

business practice and commercial geography, advanced arithmetic and accounting, penmanship (for those deficient) and American history and civil government.

The courses thus indicated have now been in force two years, and their popularity and success are attested by the following from the report of Principal Wootten in November, 1908:

“Since the inauguration of the new course, the average of the new students enrolled in the Commercial Department has been about sixty, out of a total enrollment of about 400 per year. The enrollment of students in the two years’ course grows less each year. This year a number who have completed this course are continuing their work in the four-year course, the courses being so arranged as to make this possible. Students in all cases take the maximum amount of commercial work given, even when this work is elective.”

By the present arrangement, the opportunity for a thorough and practical business education is offered to any young person, without the expense of private schooling which was once the only satisfactory means of obtaining the desired instruction. Yet the character and standing of the institution in its capacity as a preparatory school has been in no way weakened, nor is there a hard and fast line drawn between its distinct branches, for a purely elective course enables students to choose from all that can be offered what best suits their desires. Thus by patient, earnest endeavor, the High School fortunes have been carved out, bringing it to a stage of development that gives it high rank among similar institutions of learning.

It would not be possible to enter into a consideration of the High School’s history without reviewing the ad-

ministration of the school. While new ideals have come to change the subject matter of the teaching and prevent the school from falling into a rut where one personality dominates, there are some names connected with the institution that never fail to call forth the enthusiasm of their former pupils. Such are the names of A. H. Randall, the first principal, and his successor, S. D. Waterman. The former spent thirteen years at the head of the school, while Mr. Waterman gave ten years as assistant and seven as principal to the service of the High School. Such long tenure reveals the quality of the men and the loving remembrance of their former pupils testifies to work well done.

Reorganization of the course of study and an unsettled state attendant brought about a state of affairs where quiet reign for many years was neither possible nor desirable yet each successor of the early principals has had the good of the school at heart and thereby has gained his following of devoted friends. Hamilton Wallace was selected to guide High School destinies through the months between 1890 and 1892. He was followed by Robert F. Pennell, who resigned after one year's service to become principal of the State Normal School at Chico. For two years after Mr. Pennell's departure, Herbert Miller was at the head of the institution, being followed in 1895 by D. A. Mobley. Mr. Mobley remained in charge of the school for five years when he stepped aside to give the reins of government to F. E. Perham for one year. At the close of Mr. Perham's administration in 1900, Mr. Mobley again became principal of the High School and served through another term of two years. In 1902, C. M. Ritter was appointed to the principalship, remaining at the head of affairs until 1906,

when he was succeeded by Frank B. Wootten, the present incumbent.

Life tenure in office is not a principle in the Stockton schools but the policy of retaining the best so long as the standard is maintained has a firm hold. That this policy holds true in regard to High School teachers is illustrated by noting the length of time that several members of the faculty have held their positions. Two have taught twelve years in their present position; one from the foundation of his department. In general, such changes as are made in the personnel of the corps are due to reasons of their own, as advancement in the profession or further study.

The present strength of the faculty as compared with the earlier years of the school's existence reveals the progress that has been made.

Year Ending—	No. of Teachers.	Enrollment.
June 30, 1883	2	86
June 30, 1893	4	175
June 30, 1903	13	336
June 1, 1909	15	412

The number of pupils per teacher, it is readily seen, has been reduced from an average of 43 in 1883 to but little more than half than average in 1909. This means better control of classes and more nearly individual teaching.

These desirable results have been aided by changes in methods of management and teaching. Although the number of subjects offered is larger than in past years, they are divided among the several courses in such a way that no pupil is overburdened. Time is made full use of by the arrangement of hours for study and recitation.

Beginning at 9 o'clock each day, the morning is divided into 45-minute periods without recess. The afternoon session, beginning at 1:15 and ending at 3:30, is similarly divided.

The manner of promotion has also undergone a change by which the old percentage system, once holding pupils in subjection to severe monthly and annual examinations is entirely done away with. As in the grammar grades, the pupil's fitness for promotion is decided upon by the teacher in charge of each subject. Promotion is by subjects. Sixteen subjects or units are required for graduation, making a four years' course of four subjects per year. In this way the winning of a diploma becomes dependent upon the pupil's earnest endeavor, and he is enabled to progress according to his ability.

The undergraduate assembly of the High School today is representative of all academic student bodies. Their activities are such as have long held the affections of young students as well as those that have of late years claimed their attention. Literary societies, debating leagues, athletic associations, mutual improvement clubs and Greek letter fraternities and sororities are fully represented, each having an enthusiastic following. The social side of school association seems at present to be most noticeably cultivated as witnessed by the annual festivities of graduation, class days and class balls, as well as the numerous hops, parties, banquets and conventions that are celebrated outside of school jurisdiction but founded on the bond of class or fraternity fellowship. This supremacy of the social over the studious is a source of some alarm to former graduates and friends of the school who, casting a backward eye, recall that in their day such a spirit would have been denominated

frivolous. However, it has not been proved that there is real cause for alarm; the changed conditions of student life in the High School have only accompanied a similar change all through the educational world; the deep students are still there in as great numbers as ever; and the years are still too few since the seeming butterflies have left the schoolroom to show what hidden strength may be theirs.

Thirty-nine years have gone since the High School first opened its doors; including the class of 1909, one thousand thirty-five graduates have received its honors and parting blessing before taking up the world's work. That Alma Mater's preparation has been helpful to high achievements is shown by inspecting the roll of graduates and finding among its men representatives of pulpit, press and bench; of all the learned professions and skilled trades; of army and navy; and one, her oldest son, loaned his aid in consummating the dream of Columbus's day, a way to the wealth of the Indies, not by the discovery of a northwest passage but by the greater feat of opening the Panama Canal. Her daughters, too, have won their laurels, some in schoolroom, hospital and college but more in happy homes from which they are sending new recruits to swell the loyal High School army.

Special Schools

The night school as an adjunct has had a brief but varied existence in Stockton's public school system. As early as 1853, Dr. Canders gave instruction to a small class of young men who desired an education but were unable to attend the daily sessions. This class had a brief existence and a night school was not again thought

of in connection with the public schools until 1873, when a petition was presented to the Board praying them to establish an evening school. It was favorably considered and arrangements were made for opening the school in one of the rooms of the High School building. The principal of the High School, principals of the grade schools and the writing teacher were assigned to one night's duty each week without extra compensation. It was agreed that if the attendance did not exceed twenty at the end of the first week, the school should be discontinued. The attendance was fifty and for a short time kept up that standard, but interest soon waned among both pupils and teachers and the school died shortly from want of support.

Two years later the colored residents petitioned for an evening school but the matter was indefinitely postponed and never came up again for consideration.

Twenty-five years passed before the subject of schools for those who were prevented from attending the regular session was again considered. Meantime education had received new impetus and was more generally regarded as a necessity. The project met with favor on all sides, the general sentiment seeming to be that the expense of such an institution would be nothing compared to the good that would be accomplished. Social conditions were beginning to make it necessary to afford an opportunity for education to those who were forced to give most of their time to labor. The night school was coming to have recognized standing everywhere and Stockton, newly awakened to educational needs, was not behind in the march of progress.

Preparations for the opening of a night school were completed Dec. 3, 1895, and on that night fifty-five pupils

presented themselves for enrollment. The school was in charge of J. H. Francis, vice-principal of the High School, and E. H. Ridenour, who had volunteered their services to the Board. The studies desired by the majority of pupils were arithmetic, spelling, writing and book-keeping and the classes were arranged to meet the wants of the greatest number, the school being conducted as an ungraded school and instruction being individual wherever possible. The interest in the evening school continuing and the attendance increasing, it soon became necessary to appoint a third teacher. Its sessions were continued throughout the school year and the term closed with the night school in high favor with the public.

October 6, 1896, the night school was again opened with U. E. Taylor acting as principal, and Miss Leffler as assistant. The enrollment for the first month was 44, which had increased to 75 by the end of the month. In January, 1897, Miss Gertrude Kierski was elected assistant for the evening classes. Another successful year ended in June and the third term began Oct. 4, 1897. Three courses were offered that year, business, grammar and mechanical drawing. An encouraging fact of the enrollment for the third term was that most of the pupils enrolled at the opening of the school were former students who had found the work profitable to them and wished to make further progress. The close of the first month showed that 68 pupils were in attendance, their ages ranging from 11 to 40 years while their ambitions varied from physician to harness maker.

The demands upon Mr. Taylor's time as supervisor of manual training having increased, he resigned, and S. H. Cohn was elected to fill his place as principal. Thus established with a faculty entirely its own, the night

school continued up to the close of the term beginning Oct. 1, 1901. Before the close of that year its popularity had begun to wane, and the enrollment slowly fell to a mere handful of students. In view of this lack of interest, the evening classes have been discontinued although the policy of the Board of Education is to reopen them at the first call.

The kindergarten system has never obtained a hold in the Stockton school department as the present course of study for primary classes seems to meet the earliest demand for instruction. The early age at which pupils are received into beginning classes, six years, is considered by most parents young enough for the introduction to school discipline. Those who wish for earlier instruction find their needs supplied by private institutions.

However, an attempt to include the kindergartens in the public school was made in 1887 when Mrs. P. W. Dohrmann, an accomplished and enthusiastic kindergarten, generously offered her services as supervisor for an experimental introduction of Froebel's methods. A trial of six months, while satisfactory, proved the work inexpedient and it was dropped from the course. No demand ever having arisen for its return, the kindergarten remains separate from the public school.

In 1863, the Council records state that "the Committee on Education reported in favor of the acceptance of the proposition of the colored people by S. B. Serrington, trustee, to convey to the city a title to the lot of ground and school house now occupied by them provided the city will take charge of the school, furnish a teacher, etc., on the same footing as the public schools of the city." The school was at once incorporated in the sys-

tem of schools and Capt. Weber donated to it a new location, a quarter block of land at the corner of Washington and Monroe streets. Upon this lot a new building was erected and on April 27, 1867, it was dedicated to the purpose of a school for colored children. There were appropriate opening exercises at which the principal speaker was a colored citizen who expressed the gratification of his people at the provision made for them.

The school continued for ten years under the guidance of various teachers and proved satisfactory in its instruction through primary and grammar grades. The question of higher education for negro children did not arise until 1876 and, when it came before the Board of Education, proved to be a difficult matter to adjust. In that year, E. Quivers, a colored resident of an outside district, made application to the Board to have his son, 17 years old, admitted to the public schools, the boy having advanced beyond the schools of his district. The matter seemed easily disposed of by granting the lad admission to the colored school, but it was only a short time when he had completed the work offered him there and again the father made application for his admission to the High School. The petition was laid over for the time being and apparently disposed of. The boy's determination for an education was so strong, however, that the request was renewed and the Board was forced to take some action in the matter. After much discussion for and against his admission to the High School, the decision was shifted to Superintendent Ladd, who solved the problem by securing the boy's admission to a San Francisco high school where the color line was not so strictly drawn.

A new era for colored pupils was approaching, however. The number of pupils in the school was gradually

growing less, the expense of maintaining it becoming greater and the problems of securing competent teachers becoming more difficult. In 1877 a resolution was offered by Trustee Baggs providing that the special school for colored children be done away with and its pupils be admitted to the same classes as the white children. As soon as this was brought before the Board, a petition from twenty-five citizens was presented praying that action on the resolution be indefinitely postponed and the matter went over despite appeals made by the colored citizens. In 1877, the question was again brought up with enough force to secure the admission of colored children sufficiently advanced to the two highest grammar grades. The experiment was found satisfactory and finally in 1879 the special school was abolished and negro children were admitted to the same schools as the white.

The change was found to be satisfactory to all and the colored children made good use of the opportunities afforded them. No colored pupil pursued his education farther than the grammar schools until 1890, when a colored youth entered the High School, remaining there one year only. Two years later a girl entered the High School and since then five others have graduated, taking their rank equally with white pupils.

The ban against negroes having been removed, the way was left open for Mongolian and Indian children to enter the public schools. Of the latter there have never been any of pure blood. A few Japanese boys, servants in families, have entered the Stockton schools for short periods and one young man, George Katsumi Kusano, graduated from the High School with the class of 1893. He proved himself a faithful and intelligent student, commanding the respect of his teachers and classmates.

In fact the Japanese scholars in the Stockton schools have all been young men with an earnest purpose in view and as a class of pupils have been highly commended.

Although Stockton has possessed a Chinatown for many years and the census showed children of school age therein, it was not until 1895 that any question of admitting them to the public schools arose. At that time the threatened application of a Chinese boy sent the Board of Education to the city attorney for an opinion as to allowing a Chinese child the privilege of the school. His answer was:

“At the request of the City Superintendent and Trustee Woods, I have examined the question of the right of a Chinese boy, who is a native of this country, to attend the public schools.

“I have no doubt of his right. Section 1622 of the Political Code provides that ‘Every school unless otherwise provided by law, must be opened for the admission of all children between six and twenty-one years of age, residing in the district, and the Board of Trustees or City Board of Education have power to admit adults and children not residing in the district whenever good reasons exist therefor. Trustees shall have power to exclude children of filthy or vicious habits, or children suffering from contagious diseases, and also to establish separate schools for children of Mongolian or Chinese descent. When such separate schools are established Chinese or Mongolian children must not be admitted into any other school.’

“I am of the opinion, therefore, that the boy mentioned has the right to attend the schools as at present

established, until such time as a separate school for Mongolians shall be established.

“Very respectfully,

“Frank H. Smith, City Attorney.”

By this decision, it was impossible to refuse admittance to a Chinese applicant, but the question was settled for the time being by his entering a private school. It arose again in 1899 when a small boy of 12 years applied to the principal of the Franklin school for admission. As the patrons of that district are cosmopolitan, and are not afflicted with race prejudice, the new pupil, Gum Tye, was admitted without protest to the first grade. A few hours' trial in that class proved him too far advanced for that grade and he was sent on to the next. Two hours there showed him possessed of sufficient ability to be admitted to the third grade, the fact finally being made known that he had attended the Chinese public school in San Francisco two years or more. The boy proved himself a bright pupil considering the difficulties of language and home surroundings. In deportment, he was grave and solemn, respectful to teachers and a model pupil. His presence in the schoolroom would almost have passed unnoticed to a stranger as he was clad in conventional boy's garb, with his queue wrapped close about his head and concealed by a wig of short black hair. The fact that he wore a queue did not become known to his mates until he was so unfortunate, as to lose his head covering at play and stood revealed with shaven pate and close coiled queue.

Gum Tye's kindly reception by teachers and scholars soon encouraged other Mongolians to send their sons to the public schools to learn the ways of the American. A number of boys and several girls ranging in years from

six to twelve are enrolled in three grades of the Franklin and Monroe schools and all have proved themselves good pupils, and unobjectionable for any other cause than that they are of a race generally held in contempt.

Administration

At the organization of the school system in 1852, the City Council was given charge of the schools and to them fell the task of appointing the officers for school administration. The first ordinance establishing a school system authorized the Council to appoint a Board of Education, consisting of three members, residents of the city of Stockton, "the said Board to have power to elect their president from one of their own number and to appoint a secretary to keep a record of their proceedings as prescribed by themselves."

The records thus authorized are no longer in existence. The only account of the early Boards' transactions are found in occasional references and reports contained in the minute book of the City Council. From these, it may be gleaned that a Council committee of three received the reports of the Board of Education and exercised a general supervision of matters pertaining to the schools. The existence of these two bodies of similar size, organization and duties, renders the early records confusing and misleading so that it is difficult to ascertain the names of those composing the first Boards of Education. Three men, however, took especial interest in the workings of the schools so that their names are intimately connected with the rise and progress of education in Stockton. The three were V. M. Peyton, Dr. C. Grattan and Dr. G. A. Shurtleff.

The duties of the Board of Education, as defined in the ordinance establishing that body, were:

“To select suitable grounds upon which to build, furnish materials, to employ workmen to do the necessary labor in the construction of said houses, and the outlay and expense to be defrayed out of any money which belongs to the school fund of the city of Stockton; to furnish stationery, books and anything which the interests of the school may require; to employ teachers and affix their salaries, examine their qualifications in every particular, and see that they are, both morally and intellectually, qualified to take charge and conduct the schools over which they may be employed; also to discharge any teacher for negligence or dereliction of duty in any way, and to fill their places; to dismiss incorrigible and unmanageable pupils and to settle all difficulties which may arise in said schools; all the teachers to be under the government, discipline and rules made by the Board of Education, they alone having power to make by-laws and rules to govern the school or schools.

“The said Board shall have the appropriating of money belonging to the Stockton school district, whether for paying teachers’ salaries, building purposes or incidental expenses.

“The Board shall attend to all the interests of the school or schools and see that they are well and properly conducted and report to the Common Council every six months.

“There shall also be appointed by the Common Council one superintendent of the above common school or schools, should others be established.”

The duties of the various officers as thus laid down were to be performed without hope of other reward than

the gratitude of their fellow citizens. The character and ability of the men appointed were such that no pecuniary return was necessary to call forth earnest, heartfelt labor for the good of the cause. In 1866 an act of the legislature was passed establishing a Board of Education for the city of Stockton and defining the powers and duties thereof. Under its provisions, the Board of Education was made to consist of one superintendent, who was also ex-officio president of the Board, and six trustees, one from each ward, who were all appointed by the Common Council on the first Monday in September of each year and who held office for one year.

In 1870, under an act of re-incorporation, the organization of the Board was declared to consist of "one superintendent, who shall receive for his services a salary fixed by the Board, and not to exceed nine hundred dollars per annum, and who shall be ex-officio President of the Board, and two trustees from each ward in the city, who shall be elected by the Common Council and hold office for two years." This election was so arranged that one-half the number was chosen annually, while the superintendent was elected by the Council biennially.

In 1870 the city charter provided for the election of trustees and superintendent by the people, raising school administration from the grade of mere appointive offices under control of the Council to an independent department. The number remained the same, one-half being elected annually. Succeeding acts up to 1883 made no change in the manner of election of trustees, though each defined more minutely the duties pertaining to their offices. In 1883 the number of wards in the city having been increased to four, two new members were added to

the Board of Education, making a full membership of eight.

Up to 1885 the secretary of the Board of Education was appointed by that body, but was not a member of the Board, and had no voice in their proceedings, except as an ex-officio member of the Finance Committee. The secretary performed all the clerical duties of the Board, leaving to the superintendent all matters pertaining to the schools. This separation of the clerical office from the superintendency was questioned in 1885, and the City Attorney having rendered an opinion in which he maintained that "the superintendent is ex-officio secretary of the Board and entitled to discharge the duties of secretary," the two offices were united, and the salaries, amounting to \$1,500 combined.

The new charter adopted in 1888 and approved by the Legislature in 1889 worked radical changes in the formation of the Board of Education. Their number was reduced to five, one from each ward, and one at large, all to be elected at the regular municipal election and to hold office for a term of four years. In order to divide the time of their service so that a majority of old members would retain their seats at each biennial reorganization, it was expressly provided that at the first election after the adoption of the charter the directors (as they were now called) from the odd-numbered wards should hold office for two years only. Thus the Board of Education was made a continuous body, ensuring harmonious action and avoiding the possibility of a complete revolution in policy or politics by keeping the balance of power in the hands of old members. Under the new law two points, tacitly understood in all preceding charters, were clearly expressed. They were that the directors should

receive no compensation, and that no person should be eligible to the office who is not a parent or guardian of a child entitled to attend school. Another complete change made was in the provision that the president of the Board should be chosen from the number of school directors. Hitherto this office had been the prerogative of the superintendent, to whom was given the deciding vote in case of a tie. The superintendent was now withdrawn from that office, and appointed secretary and bookkeeper of the Board, with further duties of performing all clerical labor required by the Board. He was granted all the privileges of a member of the Board except the right to vote.

With far-sighted wisdom the election of the superintendent was withdrawn from the people and deputed to the Board of Education. The chances of public fancy, popular opinion and political prejudice are thus greatly reduced by putting the choice into the hands of those most intimately connected with the workings of the school system. These possibilities are further reduced and the necessity for careful choice increased by the increase in length of the superintendent's term, which was fixed by state law at four years, in 1891.

The amendment of the city charter in 1905 upset previous conditions by providing for the selection of an entire new Board at every election. Under this provision five members of the Board were elected in May, 1909. Thus the old Board will pass out in a body, but not until all official business of the year is completed, by which arrangement the possibilities of political prejudice are reduced, but not so well checked as under the former method of election.

In 1897 a movement was started to place a woman in

the Board of Education. It was a decided departure from all precedent, but met with such favor that when the Board of Education reorganized in September, 1897, Mrs. L. Clare Davis was admitted to its number as the first woman school director. So earnestly and successfully did Mrs. Davis apply herself to her new duties that she was returned to the Board at the elections of 1901, 1905 and 1909. No more conscientious, energetic, capable or public spirited person has ever held the office. Her constituents feel that in making Mrs. Davis a school director their confidence has been fully justified in finding her always on the side of progress and justice.

The political complexion of the Board of Education has varied with the supremacy of one or the other leading parties, but politics has never been dominant in any action of that body. No city has ever been more fortunate in having an educational administration so free from abuses of party power. Those who have served their fellow-citizens so well have always been impressed with the responsibility of their office, and, despite criticism or opposition, have kept steadily before them the determination to give their best efforts for the greatest good of the greatest number. There is no branch of municipal government in which Stockton citizens take more pride than in their school system, and it has been guarded well by those to whom they have intrusted its administration.

While the office of director is a responsible one, it is not so intimately connected with the every-day progress of the schools as is that of superintendent. The duties of that office give to the incumbent great power for good or evil, progress or stagnation, hence the importance of his selection. In the first years of the city's history fre-

quent changes in the office retarded the best efforts of any superintendent. One who impressed his individuality upon the schools through long and efficient service was George S. Ladd. Mr. Ladd served two years as a member of the Board and eleven years as superintendent, leaving the latter office to engage in business, but retaining through his life an interest and strong hold upon the schools.

The length of his administration has only been paralleled by that of James A. Barr, who took office in October, 1891. It cannot be denied that, however earnest his predecessors have been, Mr. Barr is the only man who has brought to the superintendency progressive pedagogical ideas combined with executive ability great enough to have raised the schools of Stockton to first rank, not only in the state, but in the nation. The one aim in Mr. Barr's tireless labors has been the improvement of the schools wherein he received his education. While accomplishing this end, he has found the eyes of the educational world turned approvingly upon his work, nor has he lacked full appreciation at home, as was shown in his election in 1907 for a fifth term of four years, while the increase of his salary from \$1,500 at the beginning of his service to \$3,000 at the present time is a substantial token of the esteem in which he is held.

Teachers

The problem of securing teachers for early-day schools was not difficult so far as requirements and material were concerned. Among the crowds who hastened to California in the "days of gold" were many from the ranks of students, teachers and professional

men who were fully equipped with the necessary knowledge and ability to impart it to the children. The conditions for securing the right to teach were very lenient, as there was no system of public examination or certification. The applicant for a position presented himself or herself before the Board of Education, whose duty it was "to examine their qualifications in every particular and see that they are, both morally and intellectually, qualified to take charge and conduct the schools over which they may be employed." These officials examined the applicant orally, each member having charge of a different subject. If the applicant proved fit a verbal license was granted, and he was immediately authorized to conduct a school. No certificate was issued, but the authorization granted by the Board held good during their pleasure. By such simple means the first teachers in Stockton were selected, and it was a sufficient test for most of those chosen had been teachers before or else, by reason of professional training, were fitted for the place.

In succeeding years the required qualities in teachers were tested by various methods, ranging through county, city and state examinations, conducted by county boards of education, district trustees, city boards of examination and state committees. At one time teachers' examinations were conducted uniformly throughout the state, but a change in the constitution gave to each county the power of setting the standard for certification of applicants and of granting certificates upon either examination or credentials. Uniformity of requirements between counties no longer existed, but each county had the privilege of granting certificates. In later years more uniformity has been established through mutual agreement, and the increasing demand for higher equipment.

Life diplomas of four grades, high school, grammar school, kindergarten-primary and special, valid throughout the state, are granted by the State Board of Education upon conditions of long service or special preparation. Thus may be briefly summarized the conditions upon which the teachers of California obtain the right to instruct the youth of the Golden State. Upon such authorization of state and county the teachers of Stockton are licensed, although the city charter provides that a city board of examination shall be appointed to examine applicants. No such body exists, as the state law grants the privilege of dispensing with its services, and enables city Boards of Education to accept, without further examination, the county license of applicants.

As educational ideals have advanced the mere fact of holding a license is no longer sufficient to entitle its holder to consideration. Other qualifications than knowledge are now held essential to a teacher's proper equipment; other influences than political or personal now guide the selection of the teaching force. A complete departure from the traditional attitude of school boards toward teachers was made when the Stockton Board of Education placed its sentiments on record in the report of the Committee on Teachers in June, 1895, saying:

"In recommending teachers for the ensuing year, your committee has fully realized the responsibility attached thereto. While the claims of teachers heretofore employed deserve consideration, your committee has not lost sight of the fact that it is the imperative duty of this Board to select and retain those teachers who from character, ability, training and natural fitness for teaching are best qualified to upbuild the characters and train the minds of those placed in their care.

“Your committee submits that this Board, in employing new teachers and retaining old ones, should be guided by the following principles, more than by the well meant but misguided efforts of kindly people whose sympathies are generally with the unfortunate teacher rather than with the fifty even more unfortunate children:

“First—The work of a teacher of any grade requires an education at least as broad as that secured by the three years’ course in the High School.

“Secondly—The work of a teacher of any grade requires of all beginners a course of professional instruction and training such as may be secured by a full course in some Normal School or in the pedagogical department of our State University.

“Thirdly—The work of a teacher of any grade requires a reasonable amount of professional study each year in order that the schools may be kept in touch with modern educational thought. In this connection your committee desires to commend the line of professional study carried on by the principals and teachers of the department during the last year. The effect of the work done is plainly to be seen in the improved methods of teaching now in vogue in the Stockton schools.

“Fourthly—The work of a teacher in any grade requires a reasonable degree of present success in both teaching and governing, and the health, strength, ability and inclination for constant improvement.

“Fifthly—The work of a teacher in any grade requires a thorough knowledge of child-life, a sympathy with children, tact in management, an even, kindly disposition, and an earnest effort to bring the school into close and helpful relations with the home.

“Sixthly—The work of a teacher in any grade re-

quires a moral character above reproach, and a social training, as shown in personal manners, habits and dress, that at least will not present a bad example before children.

"Your committee feels that the requirements laid down in the principles enumerated are not too high if the improvements made in the department in the past year are to be placed on a solid foundation.

"Your committee believing that good and faithful work deserves recognition, has recommended promotion in all cases possible."

The broad platform thus stated has since been faithfully carried out by each succeeding Board, despite political influence, personal prejudice or public comment, with the result that the teaching corps in Stockton's schools is a body of efficient, enthusiastic co-workers, capable of carrying out the highest ideals of education. As to their selection, the principle of supporting home talent wherever such talent justifies it has been observed, as may be judged by the fact that out of the whole number of 80 teachers (1908-09), 42 received their early education in the Stockton schools, from which 35 of the present corps were graduated.

The preparation of some teachers, especially those who have held their positions many years, has been of the most practical kind, obtained through actual teaching and self-culture. In 1908-09 twenty-four were Normal graduates and twelve were graduates of universities. Of these many have had experience elsewhere that has brought out their best qualities before becoming members of the Stockton corps. In regard to the matter of higher training, so strong has been the sentiment demanding something more than a High School education

that several teachers have obtained leave of absence for one year and have employed that time most profitably in special work at one or the other of the great universities of the state. Others have devoted their vacations to study at the University summer schools, equipping themselves for more thorough work in the class room.

Even the busy school months are not too crowded for many teachers to find time for private study, for at various times clubs have been formed to carry on a course of reading either for general culture or along professional lines. Generous support has always been given by the teachers to the cause of education in general by their attendance at the state educational meetings, where Stockton's teachers have always contributed a full share to the good of the cause, while interest has always been displayed in the county institute, teachers' meetings or public events of educational value at home.

As to the "reasonable degree of present success" required by the platform previously presented, the Board of Education, together with the superintendent, are the judges of what that success may be, and that they are generous, although just, is fully attested at each year's election of teachers. Past success is not sufficient to hold a position; success must be here and now, a continuing quantity. A striking illustration of this is found in the cases of two ladies who have retained their positions, one for thirty-six years, the other for thirty years. Both are today recognized as being in the first rank, not merely by reason of their long experience, but in recognition of their high ability.

One feature of Stockton's school system which secures constant striving upward is the fact that teachers are engaged for one year only. Their contract with the

Board of Education expires at the end of that time, with no proviso as to re-engagement, but under all administrations an appointment amounts practically to life-tenure (that is, educational life), for there is almost no chance of losing a place if it is acceptably and conscientiously filled. The fear of dismissal is not the spur to better work, but the knowledge that more efficient service will be duly recognized and rewarded urges each one on to progress.

Throughout the whole department there is a spirit of enthusiasm and congenial fellowship that insures the best and most harmonious results. To a certain inspiring extent each teacher is free to develop her own best ideas, yet there are system and supervision enough to make the wheels of administration run smoothly and keep the educational train on the straight track to the goal.

The development of so efficient a teaching force has been a matter of evolution through many stages of conditions. Not the least important factor in securing the best has been the item of salaries offered. The salaries have always been generous, but in years gone by were based upon a sliding scale that rose and fell with the temper of the times, a state that was not entirely conducive to sustained efforts. Reviewing the various stages by which the present arrangement was reached we find that in 1874 salaries were paid as follows:

High School—Principal	\$2,000
Assistant	1,700
First Grade	\$100 per month
Second Grade	90 " "
Third Grade	80 " "
Fourth Grade	70 " "
Fifth Grade	75 " "

Sixth Grade	\$ 70	per month.
Music	100	" "
Penmanship	100	" "
Colored School	60	" "

This schedule represents the average salaries paid until 1879, when a new idea was put into practice by which teachers were paid according to experience, as follows:

For one year or less, \$500 per year.

For two years and more than one, \$600 per year.

For three years and more than two, \$650 per year.

For more than three years, \$700 per year.

In 1881 the schedule provided grade salaries ranging from \$750 to \$900 per annum. At the time when the schools were regraded, in 1893, the necessity arose of rearranging the schedule of salaries, and a new one was adopted as follows:

Principal High School, \$2,400; vice-principal, \$1,600; assistants, \$1,200 each.

Teachers of first, second, third and fourth grades, \$75 per month; teachers of fifth grade, \$80 per month; teachers of sixth and seventh grades, \$90 per month; teachers of eighth grade, \$100 per month.

Thus the matter of salaries was seemingly settled once again, when the attention of the Board of Education was called to an article of the school law providing that beginners shall be taught by teachers having at least two years' experience, or by Normal graduates, and that such teachers shall rank, in point of salary, with assistant teachers in the highest grammar grade. This provision threw a new light on the question of salaries, as primary teachers were not drawing nearly so large salaries as those of the upper grades. This was felt to be a real

injustice, in addition to being an infraction of the law, and the superintendent was instructed to ascertain from other cities of the coast, and from as many others as possible, the amount paid for salaries to superintendents, principals, teachers, janitors and other employees; rates of tuition paid by outside pupils, and other expenses, including cost of buildings.

With these comprehensive instructions, Superintendent Barr made a thorough study of the subject, and as a result of his labors found that the average salary paid in each department was, with one exception, greater than the average salary paid in any other of the 210 cities of the United States in which the investigation was made. The pamphlet containing the results of the investigation received notice far and wide, as a valuable contribution to school statistics, while at home its effect was soon felt in the adoption of a new schedule of salaries in accordance with the provisions of the state law, as well as with the requirements of justice and good financial management. Soon after there was adopted a scale of salaries by the provisions of which all started upon the same basis and saw before them the assurance of a greater reward for better services. This change in salaries worked but little hardship to teachers already in the department, as many of them had been engaged long enough to make their years of experience equalize the difference between the old and the new scale.

According to the ruling of 1894 teachers received salaries at rates determined by experience and preparation. Those who were graduates of a Normal school or the pedagogical department of the University of California or any other institution of equal rank and who had no experience received \$500 for the school year of ten

months. Teachers who were graduates as provided, and who had one year's experience, received \$550; two years', \$600; three years', \$640; four years', \$680; five years', \$700. From this point the salaries increased \$10 with each year of experience, until they reached the maximum of \$850. Teachers who were not graduates of a training school or university were required to have two years' experience to secure an appointment at the lowest salary.

Upon this basis salaries were paid monthly, and in this connection it is worthy of note that teachers in Stockton have never had to wait for their warrants or to discount them. The only way in which a salary is ever decreased is through absence from duty. In a liberal exception to this regulation the Board of Education in 1907 ruled that teachers who, by reason of death in their families, are absent from school, will be allowed their regular pay from date of death to the day of the funeral. In cases of illness, where a physician's certificate shows the physical impossibility of the teacher to attend classes, no deduction in pay will be made, provided that such illness does not exceed five days. Such teachers as are delegated to visit the schools of other cities or to attend institutes at which they participate in promoting educational work will be given their regular salaries.

For ten years there was no change in the compensation of teachers, but in 1904 an increase in school funds warranted a corresponding increase in salary expenditure. At that time the minimum annual salary of grade teachers was raised from \$500 to \$600 a year, and the maximum was made \$900, with corresponding changes in the intermediate scale. That this advance was made after due consideration of the subject is shown in the interesting report of a committee appointed to investigate the

salary question, in which it is submitted as their firm conviction "that teachers who have made teaching a life work are deserving of the largest maximum salary that the city can afford to pay."

The schedule named remained in force through several years following. Meantime, however, the question of adequate remuneration to teachers was becoming more and more widely discussed. Conventions of teachers, meetings of school officials, the press and the general public were considering the subject from every side with a growing feeling that more compensation was due teachers.

None were more active in bringing this matter prominently before the public than was Superintendent James A. Barr of Stockton. In his characteristically methodical way he investigated the question from every point of view, and marshalled an array of facts and figures to support his earnest belief that teachers, as a class, were underpaid. In two forceful addresses he set forth many strong reasons for a readjustment of the salary scale. The first of these was an address delivered before the Council of Education at the Fresno meeting of the California Teachers' Association, December 26, 1906. The subject considered was, "The Reason Why Men Are Leaving School Work."

The salary question was again considered by him in a report to the Board of Education in March, 1907, wherein Mr. Barr set forth arguments that could not be overlooked by right-thinking people. Inspired by a desire for justice, not by sentiment, the Stockton educator called attention to the increased cost of living, the high standards set for the teachers in manner of living, mode of dress and preparation for the profession, the long hours

of wearing mental exertion and the poor return in comparison with that from manual labor.

By figures that could not be denied he proved that, while the cost of living had increased 48½ per cent., the average salary paid teachers in Stockton had increased less than 1½ per cent. in twenty years, at the same time that the wage of various mechanics had increased in varying ratios from 14 per cent. to 50 per cent.

Another point strongly emphasized was the injustice and poor policy of paying teachers for only ten months in the year.

"If the salaries paid teachers during the months actively employed are not sufficient for a year's support, especially when the vacation is long, they must seek other means of earning a livelihood. Such employment leads to divided interests, and is quite sure to be at the expense of school work. All other regular employees of the state, county and municipality are paid for twelve months in the year. If teachers of experience are to be retained in the schools they should receive a sufficient salary for the necessary expense of living, not for ten months, but for the entire year."

In conclusion of his plea in behalf of the teachers Mr. Barr most effectively said:

"The municipality, the wealthiest employer of labor, can well afford to pay its teachers on at least the same basis as the individual citizen pays when he seeks the services of the carpenter, the plumber, the bricklayer or the printer."

Shortly after the presentation of this report, the City Council announced its determination to allow an increased apportionment for schools, having found that this might be done at the same time that the general

tax rate was decreased, thereby meeting and destroying the objection sometimes urged that increased public salaries would make the taxpayers' burden greater.

The final act in the salary campaign in Stockton was reached July 1, 1907, when a new schedule went into effect. The general scheme of apportionment remained the same as that in use since 1904, but all employees of the school department received pay for twelve months, the increase ranging from \$150 to \$450 a year.

This substantial recognition of the valuable services rendered the municipality put Stockton in the front rank, there being but few cities paying salaries as high. A further distinction lies in the fact that there has never been any necessity for discounting of warrants or other retrenchment, as was the sad experience where the provision for increased expenditure was not so carefully considered.

In the High School the same increase was granted, but there, as in times past, no fixed schedule of salaries has been adopted. Being on a different financial basis and requiring a higher standard of preparation as a requisite to appointment, salaries must be open to regulation at any time. Under the revised salary schedule (1909), the principal of the High School is paid an annual salary of \$2,508, while the annual salaries of assistants range from \$1,200 to \$1,500.

The qualifications necessary to secure an appointment to the High School are, first, the holding of a High School teacher's certificate granted either upon examination, experience or credentials; second, in general, a training for the work at the University of California or at some university or school of learning of equal grade or standing. To this latter requirement there have been and

will probably continue to be some exceptions, yet the greatest care is exercised in selecting only those who have special fitness for High School work.

Two studies recently made by Superintendent Barr will give in general summary the status of the teaching force throughout the schools of Stockton for the year ending June 30, 1909.

Preparation of Stockton teachers for their profession :

Graduates of San Jose State Normal.....	12
Graduates of San Francisco State Normal.....	4
Graduates of Chico State Normal.....	5
Graduates of Cook County State Normal.....	1
Graduates of Michigan State Normal.....	1
Graduates of Pennsylvania School of Industrial Art	1

Total 24

Graduates of the University of California.....	5
Graduates of Stanford University.....	6
Graduates of other Universities.....	1

Total 12

This shows a total of 36 trained teachers in the Stockton schools out of the total teaching force of 80 teachers, or 45 per cent. In 1880 there were no trained teachers in the department, and in 1890 there were only 6.

Length of teachers' service in the Schools of Stockton :

Years of Service.	Men.	Women.	Total.
1 year or less.....	3	3	6
2 years	2	7	9
3 years	1	6	7
4 years	1	2	3

Years of Service.	Men.	Women.	Total.
5 years	1	3	4
6 years .....	.	4	4
7 years .....	.	5	5
8 years	1	5	6
10 years .....	.	2	2
11 years .....	.	3	3
12 years	1	1	2
13 years .....	.	1	1
14 years	2	3	5
15 years	1	.	1
16 years .....	.	2	2
18 years .....	.	1	1
19 years .....	.	2	2
20 years .....	.	3	3
21 years .....	.	1	1
22 years .....	.	2	2
23 years .....	.	1	1
24 years .....	.	3	3
25 years .....	.	1	1
26 years .....	.	2	2
28 years .....	.	1	1
29 years .....	.	1	1
30 years .....	.	1	1
36 years .....	.	1	1
Totals	13	67	80

Institutes

A long-established event of the school year in Stockton was the Teachers' Institute held the last week in November. For many years county and city teachers met during this season and exchanged ideas, listened to lec-

tures upon topics of educational interest, and in a general way slipped down from the teacher's rostrum to the pupil's seat to absorb new pedagogical energy.

Attendance upon these sessions was productive of much good in renewed interest and advanced ideas, but never satisfied with less than the best, the manner and time of conducting the meetings has been varied in late years in such a way as to arouse new interest at every gathering and to prevent stagnation or retrogression. The first change was brought about during the incumbency of Superintendent Barr as president of the State Teachers' Association in 1905. Mr. Barr set to work to extend the labors of this association in such a way that its sessions were of vital interest not only to every branch of educational activity, but to many allied societies. He proposed the union of county institutes with the state meeting, and as an inspiring example arranged to bring to Berkeley, where the meeting was held, December 26-30, 1905, all of the teachers of San Joaquin county, including the city teachers of Stockton. In order to facilitate this plan and assure the teachers of their salaries during the meeting, the Board of Education decided to create a City Institute. This had been within their power from the time that the number of the teachers in the city schools exceeded 70, but had never before seemed advisable. Under this newly created ruling practically every teacher in the city was in attendance at the Berkeley meeting, which was justly pronounced the biggest affair of its kind ever held in the state. The topics discussed there were productive of results that have made themselves strongly felt throughout California.

In 1906 arrangements were perfected whereby San Joaquin, Sacramento, Amador and Stanislaus counties

joined themselves in an Institute League, enabling them to bring educators and lecturers of national reputation before the various bodies of the League. The Stockton City Institute, in joint session with the San Joaquin County Institute, enjoyed a most inspiring and successful meeting, at which Dr. A. E. Winship of Boston and Dr. J. W. Redway of Mt. Vernon, N. Y., were the leading lecturers.

In 1907, and again in 1908, the City Institute met in conjunction with the State Association, at both of which meetings Stockton educators have contributed a liberal share to the success and benefit of the occasion.

School Libraries

Early in the history of the public schools, provision was made for a library fund. The money set aside for this purpose was to be used in purchasing necessary books, maps and apparatus. The result of this expenditure was the acquisition of a number of books in every school, the High School, Lafayette and South buildings holding the greatest number of books purchased. Altogether the schools of Stockton possessed, according to the superintendent's report for 1893, 1,767 volumes, valued at \$3,529. These were distributed in this way:

Circulating library	364	volumes
Reference library	1,106	" "
Supplementary books	297	" "

These books were distributed among the schools without particular care as to the needs of the various buildings, and despite rules to the contrary, little care was given to them. The library was not always made an ad-

junct to teaching, hence in many cases it was almost entirely neglected, or, if made use of, it was only in a casual way by those pupils who were book lovers by nature. This state of affairs found its remedy in the suggestions made by Superintendent Barr in his report for 1893.

At that time all the books of the circulating library had been removed to the South School, and the superintendent suggested that no more be added to that library as the free public library supplied a larger and better selected list. His next suggestion was that the library fund be used exclusively for the purchase of supplementary books for the primary and grammar grades. The reason for this suggestion is plainly shown by quoting from Mr. Barr's report on "Reading":

"The State Series First Reader (old series) has not so much reading matter as is contained in an ordinary weekly newspaper, yet since its issue, until the past school year, it has been all the reading matter allowed the pupils of the Stockton schools during the first three years of their school life; the Second Reader has sufficed for the next three years; while the Third Reader has, with the exception of a small amount of literature read in the tenth school year, been deemed sufficient for the four years spent by the pupils in the grammar grades.

"During the past year, at an expense of but fifty dollars, the pupils of the third grade were supplied with Stickney's Second Reader to supplement the authorized reader. The result has been most gratifying. The pupils are interested in their reading and show a marked improvement in it. The pupils of the fourth school year have used the same books for sight reading with excellent results. The pupils of the seventh school year were

supplied with geographical readers, which were used for sight reading, and to supplement the geography and language work. In the ninth and tenth school years the pupils read *Evangeline*, *Lady of the Lake*, *Birds and Bees* and *Rip Van Winkle*. The pupils evinced an interest in these books, and, as a result, the reading has certainly improved. Many of the teachers in other grades supplemented the reading lessons with selections from the works of Longfellow, Whittier and other standard authors.

“All the grades should be supplied, as far as practicable, with more reading matter to be used, not in place of, but in addition to the State Readers. The experiment of the past year more than justifies the Board in going to the slight expense necessary to supply the books. The library fund judiciously spent for choice literature for the pupils to read will certainly yield larger returns than if invested, as it generally is, in apparatus that is never used or cumbersome encyclopedias that are rarely opened.”

The plan thus presented was adopted and the old way of investing the library fund entirely abandoned, with the result that the department now owns 11,000 volumes for supplementary use. This number is exclusive of the High School, for which it has also been possible to make adequate provision. These 11,000 volumes are divided into four classes: Reference books in sets for the use of the whole building, desk books for teachers' use, class sets for use as supplementary readers and odd volumes or small sets bearing upon the work of the grade to which they are assigned. Besides these, magazines, as *St. Nicholas* and the *Youth's Companion*, are provided in some grades.

The constant use to which these books are put in the various grades proves the wisdom of the action in supplying them. The supplementary readers are highly prized by the pupils, even the poorest reader being urged to his best efforts in order to unlock their interesting secrets. Sight reading and silent reading have been greatly encouraged by having so wide a range of literature immediately at hand. That reading has been improved and a love for it cultivated is shown by the fact that since the adoption of new methods in the schools the age at which children may draw books from the public library has been reduced from 12 years to 10. Further evidence may be found in the fact that the public library authorities deemed it wise, in view of the number of child patrons, to fit up a room for their special use.

In connection with the matter of reading and books, it would not be possible to discuss the schools without some reference to their connection with the public library. While this connection is not legal or official, it is close, being rendered so by the partial endowment of the public library and by the friendly actions of the library trustees. In the first place the public library is connected with the public schools by sentiment in that both have been recipients of benefactions from that same Dr. W. P. Hazelton who conducted the first free school in this city. When Dr. Hazelton passed away in 1892, he bequeathed to the city of Stockton the sum of \$75,000 to be used in the erection of a suitable library building, and in purchasing books for the same. This endowment, together with the provision already made by the city, was sufficient to establish a library which is not excelled for equipment as to books of reference by many public libraries in the country. Its value as an adjunct to the city schools has

been fully recognized by those connected with the educational department, and every effort has been made to take advantage of its facilities.

As the scope of the library widened, it became apparent to those interested in making a close connection between it and the schools that it would be necessary to guide children in their selections. For this purpose a careful list was made containing the names of all books in the library that were supplementary to the work of each grade, also those that were most interesting to pupils of each grade. Copies of this list were placed in every school room and teachers urged to see that every pupil made use of it. To encourage even further a liberal but careful use of the public library, teachers were empowered to set aside certain portions of each week when children might bring their library books to school and read under the teacher's supervision. The aim was to make these reading hours pleasant ones in which an exchange of thoughts on good books might be made. The library authorities helped the good work along by issuing to teachers a special card on which five books might be drawn for school use. The result of this arrangement has been a closer connection of the library and the educational interests of the city, an increased interest in general reading and a more intelligent use of the library.

Another bond between the school and the public library has been in the Story Hour, inaugurated by Mrs. M. S. Arndt, 1907-1908, and carried on by various volunteers during 1908 and 1909. High School students make constant use of the library and assemble there after school hours just as university students seek the libraries attached to their colleges. The 36,680 volumes now upon its shelves, together with 5,837 pamphlets, give ample

scope to the student who seeks aid in literary, historical or scientific research.

Publications

In 1877 a venture was made along the line of publishing an educational journal that should be a professional paper devoted to the cause of education in general, but particularly to the local schools of the city and county. This publication was styled the Student's Review, and its object was stated as being an effort "to help in a humble way the work of education, to stimulate the young to a proper use of their time and opportunities and to form a sort of connecting link between the teachers and the parents, between the home and the school." It was a private venture, the editors being successively J. M. Littlehale, S. D. Waterman and C. M. Ritter. The subject matter presented was varied, comprising editorial comment on matters of education, both local, state and foreign, timely news articles and literary selections suited to all ages, from the little folks to their elders, thus giving the paper a wide interest. Despite these efforts to make a readable and interesting sheet, the Review, after four years, went out of existence because its support was not sufficient to warrant private individuals in continuing it. The object and results of its brief life were most commendable, but the state of public opinion and interest would not support such a venture.

The next publication connected with the schools was a High School paper established by the pupils of the school in 1895. This paper was called the Guard and Tackle, and was a monthly publication devoted to the interests, educational, social and athletic, of the pupils

of the High School. It was conducted by the senior class of the High School, under the supervision of the teachers, and its officers were elected from the members of that class. As a literary effort it was not on a par with the Review, but as the work of young men and women it was a creditable effort. The idea of its existence was born of school loyalty, and, as its name indicates, of enthusiasm in athletics. The Stockton High School had reached the distinction of being classed as one of the leading schools in the state, and its pupils were but following the example set them in establishing a school journal. The proceeds from its publication were at first not great, but as they increased the idea was conceived of using the profits to establish a university scholarship. With this end in view the class of 1899 bent every effort to making the paper a financial success, and accomplished that result so well that at the end of the year the Guard and Tackle had yielded a profit great enough to enable the class to offer scholarships of one year each to two of their deserving classmates. The fortunate holders of these scholarships, granted on the basis of study averages, were Miss Florence A. Ashley and Miss Ida Peterson, both of whom had been instrumental in enabling the class to offer them this opportunity, the former having been business manager and the latter editor-in-chief of the Guard and Tackle in its successful year.

The two young ladies chose to attend Stanford University, and there maintained their reputation for industry and scholarship. The Guard and Tackle having accomplished so worthy an object in one year of its existence passed into the hands of less ambitious managers and the precedent established has not been followed in succeeding years.

At various times since the establishment of a public school system, the Board of Education has published manuals of their rules and outlines of the course of study, while two superintendents' reports have been printed in full—Superintendent Frank Laning's in 1886, and Superintendent James A. Barr's in 1893. The most valuable of these various publications is the "Outlines of Studies" published in 1900. This document is something more than the usual outline, which is so often merely a bare skeleton giving no real ideas of work accomplished or projected. In the introductory note to the "Outlines of Studies," the reader is told that "The Course of Study which follows is an expression of the educational growth during the last decade in the Primary and Grammar Grades of Stockton," and it is a most interesting and thorough expression that has proved itself of value not only to teachers of Stockton, but even to those in distant parts of the world.

The production of this book was a distinct achievement for the city, bringing its school system into a prominence that not many schools acquire. A comment typical of the many compliments to its value is that of the *Western Journal of Education*, which says:

"Superintendent James A. Barr has just issued a course of study that is in many respects a remarkable production. First, it is the result of the work performed during the past four years. Every suggestion, every outline, therefore, is based on practical experience. It represents Stockton's educational growth. * * * The course of study is well balanced. The directions are replete with excellent suggestions. The arrangement of topics is commendable. It is a course of study that will rank with the best in the United States, and the grouping

of subjects is by far the most sensible solution of correlation that we have seen. It is a course that is new. Freedom from the slavery of educational dogmas is written on every page. It is a course of study that will live and will have a vital influence in shaping educational thought."

That the predictions of the writer quoted were fulfilled is apparently true, for requests for the book were received four years after its publication, a length of life not accorded to a document of mere local interest.

While the "Outlines of Studies" was a notable contribution to educational literature, it was not more so than a later book which, to a certain extent, owed its existence to the "Outlines."

In illustration of the methods followed in the Stockton schools, a comprehensive exhibit of school work was prepared for the St. Louis Exposition in 1904. This complete and thorough showing of the work done in the Stockton schools attracted wide attention. Requests poured in from many quarters, asking for literature based upon the exhibit. In response to these numerous demands, it was decided to edit the method sheets which played so prominent a part in the exhibition. This task was entrusted to Mrs. Rosa V. Winterburn of Los Angeles, formerly of Stockton and under whom much of the original work on the course of study was developed. From this editing, there grew the volume known as "The Book of Stockton Methods."* The material presented in the teachers' monographs was therein woven into a

*"Methods in Teaching, Being the Stockton (California) Methods in Elementary Schools." Cloth, 355 pages; \$1.25 net. The Macmillan Company, 66 Fifth avenue, New York City; or 565 Market street, San Francisco.

complete and interesting discussion of the studies that are taught in all schools—literature, language, word study, arithmetic, geography, history, nature study and civics, with brief summaries on the special subjects, sewing, drawing, physical training and music. A chapter on Nature Study by Edward Hughes presented that subject by one who is a recognized authority.

Extracts from teachers' accounts of their daily personal experience in teaching the subjects treated, and from the papers of pupils, presented just as they came from the young writers, gave especial value to the publication. The results of years of practice were embodied in such form that the educational world was attracted by its helpful suggestions. No claim was made that the book illustrated the best or only methods in teaching, but it sought to show what was being actually accomplished under working conditions. It was heralded as a book "from the Shop for the Shop," and that the workers in the shop appreciated it has been shown by its adoption for professional reading circle work by teachers of Los Angeles and Napa counties, as a method book in a number of California counties and as a text book on methods in various normal schools throughout the country.

Under the head of publications may be included several works by Stockton teachers. The first of these was a book issued by Mrs. Rosa V. Winterburn: "The Spanish in the Southwest." Mrs. Winterburn compiled the material for this book while a member of Stockton's teaching corps. Still another work of educational value has been put forth as the work of a Stockton teacher. This is "Simms' Child Literature," by Mrs. Mae Henion Simms, who was for years in charge of the Lafayette

second grade. The work was planned from lessons given in that class and may be said to be an outgrowth of the spirit that pervades the city's schools.

The California supplement to the new Elementary State Geography was written by Superintendent James A. Barr and Edward Hughes, principal of the Eldorado Grammar School. The text makes a decided departure from the old style geography, having for its keynote the industrial aspect of the subject. It is in general use throughout the State and is conceded to be eminently satisfactory.

School Exhibits

The first attempt at anything like an elaborate exhibit of school work was made in 1888 on the occasion of the meeting of the National Educational Association in San Francisco. The work there exhibited was creditable but like many other such efforts was not designed to show so much what the daily method of instruction was, as it was to demonstrate what the pupils were capable of doing by special effort. The writer well remembers that her own part in the work, as a pupil at that time, consisted of an assignment to write an essay descriptive of the manufacture of gas, a feat which she managed to accomplish by dint of unusually good home help.

Following the exhibit of 1888, the next few years were spent in formulating an entirely new system of instruction. Every step along the new way was carefully tested, and it was not until 1899 that any effort was

made to set forth results to others. At that time, an exhibit was prepared for display at Los Angeles where the National Educational Association was to meet.

In some degree, this exhibit which received high praise as a practical and valuable object lesson in the art of teaching, was the model for the next showing from the Stockton schools. Each grade was represented by a set of papers illustrative of one day's work, preceded by a "method sheet" written by the teacher setting forth the means by which the desired results of the lesson were secured.

When plans were laid for the Louisiana Purchase Exposition at St. Louis, in 1904, education was given the place of honor in the classification of exhibits, having, for the first time at such an exposition, a building set aside for educational exhibits alone. Feeling that the occasion was worthy of great effort, the Stockton Board of Education in September, 1902, authorized the preparation of an exhibit from this city and a working scheme was presented to the teachers by Superintendent Barr upon which was worked up a most comprehensive display. The collection of material from the grades began at the opening of the fall term in 1902, and was practically completed in June, 1903, almost a year before the opening of the exposition. The consequence of this wise forethought and systematic preparation was an array of interesting material that set forth exactly the everyday work of pupils without concealing defects or enlarging upon excellences.

Before forwarding the exhibit to St. Louis, it was displayed at home, winning its first praises from the citizens who support the schools and impressing upon them the energy, the unflagging zeal of all the faithful workers

from the superintendent down through the teaching corps to the tiniest tot in the lowest grade.

It would not be possible to set forth the objects, classification and arrangement of the exhibit more fully than was done by the little "Handbook—Stockton, California, Educational Exhibit." By the foresight of Mr. Barr, this little book was provided to point all comers to an intelligent view of the exhibit.

This handbook, in part, said:

"The exhibit of the Stockton (California) public school system at the St. Louis Exposition has as its central objects, first, a complete view of the school system as now (1904) conducted; secondly, a comparison of the results of a broadened course of study with the results secured in 1888, when the three R's reigned supreme in the schools of the city. In general the exhibit consists of photographs, charts, printed matter, models and plans and the papers and drawings of pupils.

"The work is so arranged as to show in the smallest possible bulk as complete a picture of the development of the course of study as can be shown in written form. All bound volumes (the work for 1888 excepted) show the work in the following sequence:

"1. A typewritten monograph, or method sheet, treating of the subject illustrated in the volume.

"2. The course of study in the subject in printed form.

"3. The teacher's program.

"4. The work of the pupils showing all the written lessons given in the subject from the first lesson in September until the last lesson given in June.

"Under this arrangement the methods followed, the course of study to be carried out, the time value of each

subject, the results secured, are shown in each volume. In the various bound volumes, ninety-two monographs, or method sheets, are shown, illustrating fully the methods followed in the different subjects taught in the twelve years of the school course. In all cases these monographs were written by the principals or teachers whose work is shown, each teacher in the schools contributing at least one monograph.

“In each volume is shown the work of one or more pupils, the work in all cases being regular class work and shown just as handed in at the close of each written lesson on the brown manila paper in daily use. Practically all written lessons given during the ten months of the school year beginning in September, 1902, and ending June 23, 1903, are illustrated. The papers were kept by the pupils in their portfolios until the end of the school year, when sets were selected that would best illustrate the course of study and the methods followed. The papers are arranged in the bound volumes in regular sequence from September to June to show clearly the daily development of each line of work. In but few cases is more than one exercise shown for any one lesson. In all cases the original paper is shown. When any exercise for any reason was required to be rewritten, the rewritten exercise, marked ‘Corrected Copy,’ is shown with the original. In various ways the exhibit seeks to show the methods followed in correcting faulty work.

“In 1888 a complete exhibit of the work of the public schools of Stockton was made in San Francisco at the meeting of the National Educational Association. This work, consisting of 120 bound volumes, forms a part of the Stockton exhibit at St. Louis. Under the shelf containing the current work is grouped (grade by grade in

so far as possible) the work done in 1888. A series of charts presents in graphic form many facts comparing the Stockton school system as it was in 1888 with the system as it is in 1904."

So complete and elaborate a display could not fail to attract attention. The high valuation set on the work was attested to by the awarding from an international jury of a gold medal for the High School display, and a silver medal for the exhibit from the elementary schools.

The exhibit was kept and again displayed at the Portland Fair in 1905, where two gold medals were awarded it. On its return from Portland it was put on exhibition at Berkeley, before the California Teachers' Association.

In spite of this frequent showing, the value of the exhibit did not decrease in the minds of educational experts, for a special request was made that it be sent to Seattle in 1909. In compliance, portions of the old exhibit, reinforced by many new photographs and a complete display of manual training, sewing, drawing and penmanship were sent north.

Outside Districts

The Board of Education has not escaped the unpleasantness of litigation at various times, but none of its troubles have involved so many points or been of such general public interest as the long-continued discussion over the annexation of outside school districts. Adjacent to the city and partially included within it by the gradual extension of the city limits were the North and Vineyard districts. Two other districts, South and Pacific, adjoined the city, the former having a considerable school

population. For many years the last-named districts had sent their children to the city schools, enjoying their advantages without other compensation than paying into the city school fund their apportionment of state and county school moneys. An agreement to this effect was entered into annually for some years after the city's reincorporation in 1870. Gradually, however, the formalities of the arrangement ceased, and only a tacit agreement made it possible for the pupils of these districts to attend the city schools.

In the case of North and Vineyard districts, the matter stood on a somewhat different basis, as these districts had been in part incorporated with the city, bringing the site of their school houses into the municipal limits. By act of the Legislature in 1872 the trustees of North district and the city Board of Education were empowered to enter into agreements adjusting the value of the property interests of North district. - In 1882 the trustees of North district, taking advantage of this act, offered to give the property on which their school house stood, a half block in the northern part of the city, to the city school department if the latter would take charge of the school and grant forever the children of North district the privilege of attending the same. On this and a further agreement to turn over to the Board of Education all moneys thereafter apportioned to North district, the property was deeded to the Board of Education.

The Vineyard district had still a different status. In 1894 the Board of Supervisors had given permission to portions of Vineyard and Elmwood districts to annex themselves to the city for school purposes. This arrangement carried with it the right of levying a school tax in the annexed district. Upon this basis the residents of the dis-

trict were resting in peaceful enjoyment of their privileges.

The necessity of providing more school room within the city forced the Board of Education to consider the question of bonding the city to raise money for building new schools. At the very outset the problem of the outside districts was met and considered. Consultation with the city attorney brought out the opinion that the relations existing between the city and all outside districts were unlawful, and the Board of Education was advised to abandon them at once.

The complications arising from these peculiar conditions were many and demanded immediate consideration. The result of such consideration on the part of the South district was the decision to withdraw entirely from all connection with the city schools and to establish their own district school. After the necessary preliminaries, bonds were issued, a handsome brick building erected in due course of time, a corps of teachers appointed and their schools moved on in accordance with the usual district system.

The solution had been peacefully and easily reached in South district, but the others were still involved in complications. Pacific district, lying entirely outside the city limits, was declared a lapsed district by the county superintendent, and no funds were apportioned to it. Thus the district found itself shut out from the city schools by the refusal of the Board of Education to renew the old agreement; and the time for reorganization having passed, its residents were left without hope of school facilities for another year unless the law could be brought to their aid. A test case was therefore brought to settle the matter, finally with the result that the district was declared to

have no lawful claim upon the city, and was compelled to pay tuition for sending its children to the city schools or find other means of obtaining school facilities.

The cases of two other districts remained unsettled in August, 1897. From the Vineyard or "annexed district" the city Board had received taxes, paid up to June 30, 1898, on the strength of the supposedly legal annexation, therefore it was resolved to admit their pupils to the schools until the expiration of that time, after which they were to be excluded. A similar resolution was made regarding pupils of the North district, on consideration of the old agreement between the districts. Thus a final settlement was deferred for at least another year.

During that time every means of reaching a conclusion was deliberated upon by the residents of the two districts. The territory covered by the school divisions contains several thickly populated additions to the city, and it was proposed that they solve their educational difficulties by coming into the municipality. The proposition was thoroughly discussed, and a battle royal between "annexationists and anti-annexationists" ensued, being finally settled by calling an election at which the proposed union was completely defeated.

But one resource remained to Vineyard district, to form a separate district and maintain its own school. To this end the proper steps were taken, Pacific and Vineyard uniting under the name of Fair Oaks; a bond election was called and \$20,000 voted for the purpose of building a suitable school. The expiration of a year saw Fair Oaks district provided with a modern brick school building and model district schools.

Still the school tangle puzzled the brains of school officials, and the status of North district remained unde-

fined. At the opening of school in August, 1898, the Board of Education enforced its resolution to exclude the pupils of that district. To compel their admission suit was brought against the city Board of Education, in which every aspect of the case with every claim of both sides was carefully considered. A decision was rendered in which it was held that the deed and old agreement were invalid, leaving the matter in as great a tangle as before. The decision was, however, carried to the Supreme Court, where a final settlement of all questions was made in favor of the North district. This decision was based, not upon the early agreements and property transfer, but upon the action of the Board of Supervisors, who had, upon petition in 1897, annexed the disputed territory to the city for school purposes only. The legality of this act was shown, and there was no longer a question regarding North district. It had become a part of Stockton district, and its residents were entitled to all the advantages of the common schools therein. The question concerning the ownership of the school property was decided by reference to another case, where it was held that upon the division of a municipality, municipal property consisting of real estate belongs to the municipality within which it is located by that division.

With this final settlement as to the boundaries of Stockton school district, the school authorities felt that their difficulties were at an end and they might turn their attention to other matters, particularly to the question of providing a new High School building. A proposition was submitted to the City Council asking for a sum sufficient to make a number of contemplated improvements, but it was found that that body had no authority to call a High School bond election. The Board of Education now found

itself confronted with a new phase of the "outside district" problem. The High School then existing was a purely municipal organization, the privileges of which the residents of the extended portion of Stockton school district were not entitled to except on payment of tuition. If bonds were issued for a new High School, the city attorney showed "that they would, of course, only be secured by property within the limits of the city, and the question of the right of pupils residing outside of the limits of the city would then arise. The best course to pursue is to establish a High School district, as provided in section 1670 of the Political Code, by calling an election of the electors in what is now Stockton school district and submitting to them the proposition of establishing such a High School. After the High School district is established, then let the Board of Education call an election to submit to the electors of the High School district whether bonds shall be issued for the purpose of raising money for building a High School building thereon. The Board of Education of the city of Stockton shall constitute the High School Board and shall have the management and control of said High School district."

As it was necessary for a majority of the heads of families in the proposed district to petition the county superintendent to call such an election as the city attorney proposed, the first step was at once taken by preparing that petition. It was promptly started on its rounds, the necessary signatures secured and the date set for an election to establish the district. By a large majority it was voted to form the proposed district. The Board of Education at once organized as the High School Board and all was in readiness for the next step, bonding the district for a new High School building. An election was called

for April 29, 1901, preparatory to submitting the proposition, and every effort was made to work up a spirit of enthusiasm on the subject that would admit of no failure. The Chamber of Commerce and High School Alumni Association took the matter in hand, and worked to see it a success. The latter organization called a grand rally of all interested in the proposed measure and by enthusiastic speeches, songs and music all were impressed with the necessity and importance of carrying the election.

April 29, 1901, came and went, bringing with it the largest bond election ever held in the city, and leaving a majority of 1,444 to 65 in favor of the bonds.

Thus out of long-continued controversy and threatened loss arose schools and the final realization of the dream of a High School building that should be the pride of the city.

Buildings

From the earliest days of public schools in Stockton the never-ceasing cry has been for more room. As noted elsewhere, in the first years the demand was met by the erection in 1858 of a two-room brick building now known as the old Franklin. Commodious as this building then seemed, it by no means provided room for the constantly increasing number of school children. The census of 1859 showed 260 boys and 225 girls of school age, of whom 413 had received instruction during the year, although the average attendance was only 214. Such irregular attendance was due in great part to the crowded condition of the schools. So much greater was the demand for places than the seating capacity could supply that it became necessary to register applicants and establish the rule that

any pupil who was absent four days forfeited the right to his seat, and that the child first in order on the register of applications was entitled to the vacant place.

The need for new school houses was apparent then to all, but the Board of Education was not able to build from the money in their treasury, and it was not easy to induce the Council to call an election for bonds. The question of appropriating money for new school buildings came before the Council repeatedly, but it was not until 1863 that the members of that body agreed in passing an ordinance calling for an election at which the proposition of issuing bonds for \$15,000 was to be submitted to the people. By an almost unanimous vote the citizens signified their willingness to assume the debt, but again action was delayed and it was not until the old Academy building was laid in ashes in 1864 that any decisive movement was made. Then the Council Committee on Education, together with the Board of Education, examined plans for a new building, to be erected at the corner of Market and San Joaquin streets, finally adopting those of William Crane of San Francisco. The contract for building was awarded to William Confer & Co., July 21, 1864, their bid being the lowest, \$11,699. For this sum the contractors agreed to erect within 123 days a two-story brick building, containing three class rooms and an assembly room. The building was finished in December at a total cost of \$17,300, and was opened January 10, 1865, with a corps of three teachers. So great was the rush to the new school that thirty pupils were turned away on the first day, and the Board of Education saw that the fourth room must be opened to accommodate the applicants. Even this additional room did not entirely meet the demand, although further accommodation had been provided by establishing a school

in a one-room frame building upon the present site of the Washington school.

In this crowded condition the schools continued until 1869, when the Washington building was erected with funds voted by the people. The building was completed in December, 1869, at a total cost of \$29,474. It contained six rooms, two of which were occupied by the newly organized High School. The census of that year, 1869, showed that there were 1,265 children entitled to school privileges, and only 922 attending.

In a report upon the buildings and cost thereof, Secretary Newell, in 1873, says:

“Upon the addition of the environs to the city, it was found that more school room was needed in the eastern part of the city. The need was partially met by the erection of a small wooden building on the Vineyard school lot at a cost of \$1,400, including furniture. This being only a temporary relief the Board applied to the Council, who ordered a vote by the people whether an appropriation should be made sufficient to erect a suitable building in the eastern part of the city, which resulted in an appropriation being made of \$15,000. As the Vineyard school was deeded by Capt. C. M. Weber to the ‘Trustees of the Vineyard School District,’ of which the city only represents a portion, and as the location of the property was not considered by the Board to be such as to accommodate the pupils in the city living north of Weber avenue and east of Stanislaus street, it was decided to purchase a building lot more centrally located. After considerable deliberation, the Committee on School Houses and Sites selected the property situated on the northwest corner of Weber avenue and Pilgrim street as being the most available for the

purpose and the property was purchased for the sum of \$1,600. The Jefferson school house was built on said lot in 1870 from plans prepared by G. W. Percy, Esq., of this city and adopted by the Board of Education, Oct. 10, 1870.

“The building was completed in April, 1871.

“Following is an account of the cost of the same:

Cost of building, fences, outhouses, grad-	
ing, bell, etc.	\$18,494
Amount of building material on hand,	
purchased by Trustees of Vineyard	
District and used in the construction	
of Jefferson School House	1,200
Cost of lot	1,600
Cost of furniture	1,803
	<hr/>
Total cost	\$23,097

“The Jefferson building contained four rooms, thus bringing the city’s provision for schools to a total of eighteen rooms with an average seating capacity of sixty and still there was a demand for more room that was met in 1872 by the erection of a four room brick building on the Franklin school lot. In the same year, it being necessary that more school room be provided in the northern part of the city, the Board of Education authorized the Committee on School Houses to select a lot suitable for such purposes. It was the wish of the Board to have such lot situated east of Hunter street and north of Flora. Finding it impossible to obtain a suitable lot in the desired locality at a price within the limit of the funds at the disposal of the Board, the committee selected the quarter block, corner of Flora and Commerce streets

and purchased the same of Dr. S. H. Fickett for the sum of \$1,200. The same plans were adopted as for the Franklin school and the contract awarded Nov. 5, 1872, for the sum of \$12,888. At a meeting of the Board of Education held April 29, 1873, on motion of C. G. Ernest, it was ordered that the new building be named 'Weber School' in honor of Capt. C. M. Weber, whose liberality in donating lands for school purposes is so well known in this city."

The cost of the Weber school house is as follows:

Cost of building, contract price.....	\$12,888
Cost of extras, estimated at	540
Cost of lot	1,200
Cost of furniture	1,065
<hr/>	
Total	\$15,693

The southern half of the city was now the only portion not adequately provided with school room. A frame building on the South school lot accommodated the primary pupils while those of the higher grades were distributed between the Franklin and Lafayette schools. As the population of the South district increased this arrangement proved unsatisfactory and the Board of Education in 1880 decided to provide for that portion of the city by the erection of a four-room brick building. The old frame building was removed and the erection of the new building immediately begun. The land had been donated to the district by Capt. Weber, leaving the cost of the building, \$7,999, the only expense to the Board.

Meantime the permission to pupils of the South, Vineyard and Pacific districts to attend the city schools had

been continued from year to year. The increasing population of that addition known as the Homestead caused so great a demand for entrance to the South school that in 1888, five years after the original building was erected, it became necessary to extend its accommodations by adding four new rooms, making an eight-room building capable of seating about 500 children.

For eight years building was a matter discussed at intervals, but though the need for more room was constantly apparent, it was not until 1889 that the Board of Education saw its way financially clear to the erection of another building. By the addition of a small amount to the usual city tax, sufficient money was raised to pay for a new building which it was decided to erect on property purchased from the Weber heirs in 1882. This was a quarter block situated on the corner of Aurora and Fremont streets. The name decided on when the question of building there had been discussed in 1882, was that of Fremont. Upon this site a handsome brick structure containing six rooms was erected and opened to pupils in January, 1890. Finding that there was not enough room provided by this addition to school accommodations, the Board of Education purchased a lot next to the Fremont school in 1890 and erected thereon a one-room frame building to be known as the Fremont Primary.

In 1891 the number of pupils in the High School had increased so that the three rooms devoted to their use in the Washington building were no longer sufficient to accommodate the High School classes and the question of providing more room for them was forced upon the Board of Education. The time was not yet ripe for the erection of a special High School building, hence the

Board adopted the plan of adding a third story to the Washington building, making four new rooms for the High School. This plan was carried out and seemed at first satisfactory but as the enrollment in the High School increased and methods of conducting recitations changed, the addition of the extra story was found a most serious mistake. The changing of classes from room to room entailed the necessity of climbing up and down narrow, winding flights of stairs many times a day, resulting in noise, confusion and loss of time. In many other equally important ways the addition of the extra story rendered the Washington building altogether inadequate as a High School, but the fault was not easily to be remedied and in spite of constant effort for a new building, the old one has remained in use up to the present time.

By 1892 the eastern part of the city sent so many pupils to school that the four rooms at the Jefferson could not accommodate all and the Board was again under the necessity for providing more room. This difficulty was met by remodeling the Jefferson building and adding two rooms sufficient to accommodate one hundred more pupils. On the property of the old Vineyard district, which had been added in part to the city in 1873, stood an old frame building containing one room, and this had for many years accommodated primary pupils of the two lowest grades. In 1895 the old building was removed and in its place a modern brick structure, having four rooms, was erected. The name Lincoln was conferred on the new building which has been used entirely as a primary school.

Owing to the gradual occupation of the whole Washington building by the High School, a primary school in that district became necessary, and in 1895, the prop-

erty of the old German school on Lindsay street was purchased for \$2,400. The one-room building on the lot was improved and another story added making a neat primary building which accommodates four grades in two convenient rooms.

Up to this period school architecture was a matter to which but little attention was paid. Plans were submitted by local architects, builders or anyone who had an idea, but professional and scientific knowledge of school architecture was not demanded. As a consequence it cannot be said that any of Stockton's school buildings built before 1898 are models. In fact in most of them while the exterior is creditable the interior is lacking in many points now considered necessary to model school architecture. The lighting in most of the early buildings is defective, while modes of ventilation are comparatively primitive and sometimes insufficient; slate blackboards have been added to all the older buildings, and all have been made to conform to modern requirements as far as possible, but manifest inadequacy in many ways brought the subject of improvement in architecture before the Board of Education and changed the policy of that body making them demand the very best.

When considering the possibility of building on the North school property, a careful study was made by Superintendent Barr of school buildings elsewhere, and all possible data gathered as to the requirements, necessities and conveniences of homes for the "new education," while members of the Board made many personal visits to other cities to learn the merits of their model buildings. The result of this thorough investigation was the decision to erect a frame building which would be at once commodious, convenient and correct in every particular.

The money for such a building was on hand for the work to be started at once, hence the superintendent was instructed to advertise for plans embodying the best ideas of school architecture. As an inducement to the best efforts, a prize of \$200 was offered for the plans first in merit. The requirements were most carefully set forth including every item that the Board desired incorporated in the plans. They called for an eight-room building constructed upon a concrete foundation, with basement ten feet high in which it would be possible to locate manual training, sewing or cooking classes. Besides these rooms, the building was to be provided with principal's office, library, recitation room, teachers' lunch room and an assembly hall. Arrangements for heating and ventilation, sanitary and other appointments were specified. The whole cost, exclusive of furniture, was not to exceed \$17,500. With such complete instructions, architects were able to submit plans for a handsome building with the latest improvements. Upon examination of the many offered, the Board of Education selected the plans of W. W. Oates, a Stockton architect. Bids were soon called for and on September 9, 1897, the contract was awarded to D. J. Burns. Construction began immediately and the opening of school one year thereafter found the second ward possessed of the handsomest and best equipped school building in the city, the Eldorado. Perfect in every appointment, it was and is a source of pride to all. Its opening marked a new era in school architecture in Stockton; a forward step had been taken never to be retraced.

While the overcrowded condition of schools in the northern part of the city had thus been relieved, the first ward still suffered sadly for need of more primary

rooms. So many pupils presented themselves to the beginner's class that for four years it had been necessary to maintain a first grade school in a rented building, most inconvenient and undesirable. The building of the Eldorado had reduced the Board's available funds, hence there seemed no alternative but to put off the erection of another school indefinitely. However, the matter of building was taken under discussion, the requirements, cost and style of architecture decided upon. The secretary of the Board of Education was instructed to advertise for competitive plans, specifications and estimates, offering for the best plans \$150 and for the next in merit \$100. The Board had made one condition: that the building was to be in the Spanish Mission style, an order of architecture most appropriate to California conditions and associations.

This demand for a distinctive style was a complete departure from Stockton precedent and called forth much interest from the general public as well as from architects both at home and abroad. Plans of many kinds were submitted. The choice fell upon those prepared by Louis S. Stone of San Francisco. Nothing further could be done at this time, June, 1900, as there was yet the problem of raising funds to be solved.

On March 15, 1901, the finance committee of the Board of Education submitted the following report:

"A plan for a four-room primary school has been adopted by this Board. The working plans and specifications are now ready. By practicing the most rigid economy, a fund amounting to some \$6,000 is now available for building purposes, and can be at once applied by this Board toward the erection of the school building needed in the first ward. After a careful investigation of the

needs of the department your committee would recommend that the City Council be requested to levy a special school tax sufficient to raise the sum of \$9,000 to apply toward the erection of this building."

So moderate a request could scarcely be refused and the levy being duly made, the money for the long-desired school was at last on hand. Bids for the construction of the building were called for. The contract was let to R. Roeder in December, 1901. Ground was broken for the foundation January 30, 1902, and work continued with but few interruptions until the completion and acceptance of the structure by the Board of Education in December, 1902. The opening of the spring term in January, 1903, found the long neglected first ward pupils installed in the most artistic school building in the city. Nearly forty years before, upon this same site, the opening of a modest one-room frame school house for the colored citizens had been the occasion of rejoicing. Now there stands in the same spot the most beautiful specimen of school architecture in Mission style that the northern part of the State can boast. To the most cosmopolitan pupils, to a majority of whom very little of the beautiful is given in their home life, has been given the best that the city can offer.

The building is of brick, cement covered and tinted a light buff. Red tiled roof, slender towers and courtyard with palms make a picturesque exterior view that is a constant pleasure. The four class rooms and assembly hall are perfect in every detail. Ventilation and sanitary features fulfill every requirement. In fact the building is indeed "a thing of beauty and a joy forever." The only criticism that can be made is that the name

bestowed upon it, "Monroe," is not in keeping with its design nor its associations.

The good work accomplished was now continued in more ambitious form. A crying need for some years past had been for larger quarters more suitable for the High School. The old building which had sheltered the High School since its beginning had long since proved inadequate to the changing conditions of the school. A way was now opened to a change for the better. The formation of the new High School district and sale of its bonds enabled the Board of Education to realize the long-cherished dream of a new and fitting home for the High School. The first step toward its fulfillment was that of selecting a suitable site for the proposed building. In order to secure reasonable prices on property suited to their purpose, the Board of Education advertised for proposals for a High School site. Seventeen sites were offered, varying in price from \$6,000 to \$55,000, in size from a half block to four blocks.

After deliberate consideration in which every possible objection was given due weight, the choice of the Board fell upon four blocks of ground situated on the northern boundary of the city in the exact center of the district. The selection of this site while at first strongly opposed by some citizens seems to have fulfilled every requirement and has already proved its many advantages. Considered sentimentally, its choice was a just one, as the purchase was made from the heirs of Captain Weber, the founder of the city, and the generous donor of so many other school sites.

The location of the new school having been decided upon, the subject of a suitable building was carefully considered by the Board and by the public and when

at last the call for bids was made, it was to erect a building which comprised every possible desirable feature that could be anticipated. The principle of competition was again called into play that only the very best need be considered. The author of the plans finally selected was to be made supervisor of construction and for his complete services was to receive 5 per cent. of the cost of the building (which was not to exceed \$100,000). This was considered the first prize, while for second and third \$500 and \$200 were offered respectively. Such an offer was worth striving for and fourteen sets of plans were submitted from architects at home, throughout California and even from the East. It was no easy matter to select the best, but that body which had brought the matter so near to consummation was equal to the task. Their choice finally fell upon the plans presented by George Rushforth, a Stocktonian, who, after some delay and controversy undertook the construction of the building for the stipulated price of \$100,000.

Work was begun in December, 1902, and progressed rapidly until the laying of the cornerstone on April 18, 1903. At this ceremony which was under the auspices of the Grand Lodge of Masons, Grand Master Orrin S. Henderson, a High School alumnus of '81, performed the impressive act of placing the cornerstone, receiving it from C. L. Neumiller, '96, representing the S. H. S. A. A.

The building was finally ready for occupancy on September 12, 1904, and in honor of the event, preparations were made for a fitting celebration. The magnificent new building was thrown open for inspection by the public, and an interesting program, of which an address by Dr. David Starr Jordan was a leading feature, was rendered in the assembly hall. In the evening a

brilliant reception closed the day's events, after which the building was turned over to teachers and pupils as their temple of learning.

A brief description will show its vast improvement over the old school which had sheltered high school classes for so many years. The total cost of building, site and equipment was \$154,989.16. The principle upon which the Board of Education proceeded was to provide the best in everything, looking not only to present needs but to the demands of a future population. That the results of their labor have been satisfactory has been proven, not only in the pride and commendation of citizens but in the fact that other cities have called upon Stockton for advice in the construction of High Schools. The Stockton High School is conceded to be as nearly perfect in arrangement and detail as any in the State and has been the model for a number of other schools.

A brief description of the building as given by the architect will show its vast improvement over the old school which had sheltered high school classes for so many years:

"The plan of the main building is somewhat of the shape of the letter H. The main front, facing south, is 188 feet, and the east and west sides are 138 feet in length.

"On the first story, to the left of the main entrance, are offices for the superintendent, furnished with large fire proof vault. On the right are offices for the principal, a large room for teachers with wardrobe closets and a kitchen for preparing lunch for those teachers who desire to dine at school.

"The main stairways are located at the east and west ends of the main corridor, which is 16 feet wide; and

opposite the entrance is the large study. On the east and west of the study are cloakrooms, one for boys and one for girls. Side entrances give immediate access to the cloakrooms. On the first floor, in addition, are ten classrooms, which include a book-keeping room and a stenographers' room. Each is lighted from the side and contains ample blackboard space, wall cases and drawers.

"The second story is almost a duplicate of the first, with science rooms on the east; class rooms and drawing rooms on the west, while in the center of the second story is the assembly room, 56 by 60 feet, including the gallery.

"The gymnasium is in a separate building at the rear of the main building. The size of the gymnasium is 40 by 60 feet."

The buildings are heated and ventilated by the most modern fan and steam system. Among other features of the building are an electric fire alarm system, hose reels and all the apparatus necessary for fire protection; and an electric program clock.

A high basement affords sufficient room for furnaces, lavatories, store rooms and a neat and comfortable set of living rooms, three in number, where the janitor and his family live.

Occupying a very modest and inconspicuous place in the list of schools is the Annexed District School. This is the last of the school homes, supplying a long-felt want for patrons in the northern part of the Eldorado district. In this section, which includes several populous suburbs, as well as many small farms, the need of a primary school had long been apparent, the nearest school for the little ones being almost two miles from the most remote parts of the district. An enterprising real estate

firm, realizing the advantages of a school upon their property, in 1904 proposed to the Board of Education to deed twelve lots in the northern suburb to the school authorities providing they would erect a building thereon within four years. The real estate company further offered to put up a temporary building to be leased to the Board at a nominal rate with the understanding that a primary school would be maintained there.

On consideration the Board decided to accept the offer, and the school was opened in December, 1904, with an enrollment of twenty-six pupils of the first three grades. The new school proved most convenient and became an established institution under the name of the Annexed District School. More than four years have passed since it was opened, but the money for a larger building not having been secured, an extension of time was granted by the owners of the property and the little school is still under public control. Whether or not the Board of Education will be able to retain the offered gift of land is a matter for time to decide.

Parks

The adornment of school grounds was strictly upon utilitarian principles for many years, only such improvements being made as were absolutely necessary. Pride of outward appearance had little place in the minds of early school boards. To grade the school lots, keep up the sidewalks, plant shade trees and preserve a neat appearance was the sum total of ornamental requirements up to the last fifteen years. About that time an experiment was tried by laying out the girls' yard at the Jackson school with graveled walks and blue grass

lawn in which were planted palms, umbrella and acacia trees. This pretty park has now grown to full perfection, forming a charming setting for the school house and inspiring the children with pride in their school and a love for beautiful surroundings. Although the lawn occupies a large part of the girls' playground, they find plenty of space for their games in a portion of the yard reserved for the purpose and in the walks of the park, for pupils are not entirely debarred from it though it is necessary to forbid walking on the grass.

The experiment at the Jackson school being found satisfactory, the same plan was adopted for the Lincoln school, the girls' yard being again utilized as a park space. At the Eldorado and Fremont schools, extensive blue grass lawns add to the pleasant and attractive appearance of the buildings.

At the Monroe primary school, the little pupils have contributed their share of labor toward the adornment of the grounds by their enthusiastic cultivation of a miniature school farm. In the somewhat limited space at their disposal, these little farmers yearly raise a variety of vegetables, increasing not only the beauty of the school-yard but very profitably adding to their own knowledge of nature. The same work is carried on successfully at the Franklin and the Lincoln schools with best results in discipline as well as in material products.

For the new High School grounds, most ambitious things were planned, the purpose being to surround the building with an ideal campus. To this end specifications were prepared showing the natural features of the grounds, waterways and native oaks, and setting forth the features to be adapted to the space; lawns, flower beds, athletic grounds and botanical gardens. With these

specifications as a guide, landscape gardeners were invited to enter into competition for prizes of \$100 and \$35, to be conferred for the best and second best plans. In response to the call, a number of plans were submitted from among which, after due deliberation, those of Wm. Vortriede were selected as the best and of Johannes Reimers as the next best scheme of adornment. Mr. Vortriede was also appointed gardener to carry out his plans, the completion of which has embowered the stately High School building in a landscape of most picturesque beauty.

Within the parked area may be found specimens of many native California trees and plants flourishing under scientific care. A botanical garden affords an outdoor laboratory for students of plant life, as well as supplying other school parks with plants and shrubs.

Ample provision has been made for the athletic activities of all students. Football, baseball and basketball grounds are now provided whereon these sports may flourish.

School Room Decoration

In line with outward adornment, the decoration of the school room has kept pace. The time is not so long past when school rooms were bare, barn-like places which pupils were only too glad to leave each day. The first step toward a removal of this feeling and a cultivation of love for the school room as for a home was taken when after many years of neglect the dingy walls of the various schools were treated to a freshening coat of kalsomine. Following up this treatment, a few teachers added to the usual wall decoration of maps or charts

some appropriate pictures, introduced potted plants and interested their pupils in making the school room attractive in appearance. The results were so gratifying that the movement rapidly became popular. With the addition of nature study to the curriculum, a fresh interest was felt in regard to plants and window gardens. An element of living interest was found in the aquariums and insect eggs with which every school is provided. Both of these become things of beauty combining decorative qualities with unusual educational value.

The opening of the Eldorado school gave fresh impetus to the movement. This being a modern, model building, perfect in appointment, artistic in architecture, it called for best efforts at enhancing its beauties. A series of entertainments, bazaars and festivals provided various rooms with handsome photogravures, photographs, casts and hangings. The desire for beautiful pictures spread to other schools and there was scarcely a grade in the city that did not in some way raise the means to present some memento to their school rooms. The movement was further encouraged by generous offers of a leading merchant who presented a number of excellent pictures to various grades. In the High School several succeeding classes presented photogravures of classical, mythological, historical and artistic interest for the adornment of the class room walls. Altogether the movement changed the aspect of all school rooms from barren workshops to home-like, comfortable, pleasant study rooms.

School Organizations

An organization which has kept alive a healthy love for the schools is the Stockton High School Alumni Association, which was organized in 1889, having its inception with the graduating class of that year. The original basis of its organization was the need felt for a closer bond of acquaintance and freer social converse among the graduates of the High School, but the purpose has extended with the years until the social side of the organization, while the pleasantest, is not the most important. By its efforts, genuine interest in the public schools in general and the High School in particular has been aroused and fostered, the dignity of higher education and educational interest has been upheld and substantial improvements have been encouraged and aided. For many years the High School, having no support from the State, was looked upon with disfavor by many citizens, and it cannot be doubted that the organization of its graduates into a stanch, sturdy, enthusiastic body, demonstrating the value of higher education, has greatly aided in making the High School a popular institution today.

When the question of forming a new High School district came before the people, the quiet influence of the Alumni played an important part in securing favorable consideration of the matter. When it was proposed to issue bonds for the building of a new High School, the rallying of Alumni forces swelled the popular wave of enthusiasm until it drowned all possible opposition. When the magnificent new building was under way and the Grand Master of Masons, Orrin S. Henderson, a graduate of '81, pronounced the cornerstone "plumb, square and

level," commendable pride might have prompted any alumnus to say, "Such men belong to our company which is daily proving that the High School is a most important factor in forming a body of valuable citizens."

As a social body, the Alumni Association has made the closing of the school year memorable for the past nineteen years by its annual banquet and reception to the graduating class. The event is made one of brilliance and pleasure at which all members of the graduating class are welcomed to the world of active life by a fellowship of friends. All graduates of the High School are entitled to membership in the organization, but active membership is retained on payment of yearly dues.

An organization which has taken no small part in educational activities in Stockton is that of the Principals' Round Table, an association of the principals of the various schools, formed primarily for the discussion and consideration of all questions pertaining to the good of the schools. At the outset of its career, the problem of a new course of study was before their body and with the idea of throwing light upon it and cultivating a spirit of pedagogical investigation and study among teachers, the Round Table first conceived the idea of bringing to the city lecturers who were students of educational questions and exponents of pedagogical theories.

The lectures offered were intended chiefly for the benefit of teachers. Stockton had long held the unenviable reputation of being a "poor lecture town," hence there was no thought of catering to any but the professional interest. However, the character of the lectures delivered and the standing of the lecturers created a general interest in them, and gradually the Principals' Round Table widened the scope of its work to furnish

lectures of popular interest. By careful planning and management, the association was able to offer a tempting list of lectures that included the names of men and women not only of state or national but worldwide reputation. The demand for tickets to these intellectual feasts proved that the Round Table had become an important educational factor in the community, rousing the latent desire for knowledge and removing from the city the stigma of intellectual carelessness. The principals continued their good work through six years from 1896 to 1902, during which time they brought to the city such noted lecturers and men of helpful ideas as Charles M. Gayley, Edward Howard Griggs, Bernard Moses, Edward A. Ross, David Starr Jordan, Benjamin Ide Wheeler, Irving M. Scott, F. X. Schoonmaker, Howard Malcolm Ticknor, Robt. J. Burdette, Ernest Thompson Seton and Ian Maclaren. The presence of these speakers with their helpful and pleasurable offerings was secured to the people of Stockton at merely nominal cost, from 7 to 17 cents a lecture, while the benefit obtained was inestimable.

A more worthy work in the extension of learning than that of the Principals' Round Table cannot be conceived, although in its extent it cannot, of course, be compared with that of the University Extension courses that have found such support throughout the State. Stockton was not behind any other city in accepting the advantages presented by University Extension, for several courses have been completed with much satisfaction to those enrolled.

A most unique organization in connection with the School Department was the Teachers' Social Club, which took form from a desire to promote social intercourse

among the teachers of the city schools, to make them better acquainted and to weld them into a more harmonious working body. Its privileges were afterward extended to county teachers and those who taught in private institutions. Under the auspices of the Social Club monthly socials were given, the teachers of each building furnishing the entertainment in turn. The form of amusement ranged through the whole scale of ghost parties, Christmas trees, '49 parties, masquerades, musicales, banquets and receptions; from informal gatherings of gay mirth to formal receptions of dignified elegance.

The Club lived out four merry useful years in which the bonds between teachers were made stronger; the relations between members of the School Board and the teaching force were made more friendly and sympathetic; and the home and school brought closer together by the meetings of parents with their teacher hosts; and having accomplished many happy effects, the Social Club ceased to be.

In March, 1908, there came into existence an organization known as the Valley Schoolmasters' Club. The field from which it draws membership includes all the valley counties of central California, hence the range of its influence is wide. Its aims and organization are fully set forth in the simple constitution following:

"Sec. 1. This Club shall be known as the Valley Schoolmasters' Club. It shall meet at 6 p. m. dinners at least three times each year as determined by the factotum.

"Sec. 2. The Club shall elect a factotum for each calendar year, who shall have sole charge of all affairs of the Club save the election of members.

"Sec. 3. The active membership of the Club shall be

limited to seventy-five. The factotum shall appoint an advisory committee of three who shall unanimously recommend to the Club suitable persons for membership and perform such other duties as may be assigned by the factotum. Two negative votes in the Club shall defeat a candidate. Any active member who is absent from more than two meetings during the school year, except from unavoidable causes accepted by the factotum, shall be dropped from membership. Membership shall be limited to schoolmasters, past and present.

“Sec. 4. There shall be no dues. Assessments shall be levied by the factotum.”

Working under these rules, the club has held a number of successful meetings at which live topics of the day were profitably discussed. The questions for consideration are not confined to educational matters alone, but range through a variety of subjects that tend to promote good citizenship. As an example, may be cited the meeting held in the spring of 1909, called by the factotum for the purpose of arousing enthusiasm in the Good Roads campaign. As invited guests of the club, members of the Good Roads bureau and of the Chamber of Commerce gave much information regarding the movement, and aroused deep interest with best results for the cause.

The existence of this association and the quality of its membership entirely dispose of the old charge so often made against men in the teaching profession: that they are dreamers, impractical and unprogressive. The men of the Valley Club are schoolmasters in the broadest sense in that they have mastery over their work, bringing it up from the plane of drudgery to the heights of a worthy profession.

In line with the most advanced ideas of a high calling, the women teachers of Stockton have associated themselves in a club which aims to broaden and elevate their views. This association, known as the "Schoolwomen's Club," has accomplished some serious work in the year 1908-1909, its various sections having considered questions of vital importance. History and civics have absorbed their principal efforts, one section having made a valuable study on city charters. As president, Miss Frances DuBrutz has directed the club through a year's successful meetings and launched it on a career of permanent value not only to individual teachers, but to the community which profits through the teacher's increase in social and intellectual development.

Council Committees of Education

From the organization of the public schools until 1859 (a).

Year.	Name.	Secretary.	Superintendent.
1852 (b)	Kelly, Rev. J. W.	Herron, Walter..	Bateman, E. B. (c)
	Peyton, V. M.		
	Shurtleff, Dr. Geo. A.		
1854.....	Ellis, J. W.....		Buffington, J. M. (d)
	Peyton, V. M.		
	Shurtleff, Dr. Geo. A.		
1855.....	Grattan, Dr. Charles.....		Ellis, J. W.
	Hammond, M.		
	Reid, Dr. R. K.		
1856.....	Baine, A. C.		
	Bours, B. Walker		
	Grattan, Dr. Charles		
1857.....	Jones, E. F.....		Gibson, W. T. A.
	Miller, John		
	Peyton, V. M.		
1858.....			Gibson, W. T. A.

(a) There is no record of any Board of Education previous to 1859. (b) The committee on education was appointed in each October. (c) The superintendent was president of the Board, but he had no vote. (d) Was elected mayor in May, but kept his office as superintendent.

Boards of Education from 1859 to Date

Year.	Name.	Secretary.	Superintendent.
1859.....	Peyton, V. M.....	Gibson, W. T. A. (a)	
	Shurtleff, Dr. Geo. A.		
	Underhill, H. B.		
1860.....	Sargent, H. S.....	Owens, B. W.	
1861.....	Belding, Charles	Sargent, H. S.....	Locke, I. S.
	Sargent, H. S.		
	Tyler, Geo. W:		
1862.....	Belding, Charles	Newell, Sidney.....	Locke, I. S. (b)
	Newell, Sidney.....	Happersett, Rev. R. (c)	
	Sargent, H. S.		
1863.....	Cobb, M. G.	Newell, Sidney..	Happersett, Rev. R.
	Newell, Sidney		
	Sargent, H. S.		
1864.....	Hickman, L. M.	Newell, Sidney..	Happersett, Rev. R.
	Newell, Sidney		
	Owens, B. W.		
1865 (d)	Dorrance, H. T.	Newell, Sidney.	Happersett, Rev. R. (e)
	Grunsky, Charles.....	Hickman, L. M. (f)	
	Sargent, H. S.		
1866 (g)	Baggs, W. M.	Newell, Sidney.....	Hickman, L. M.
	Belding, Charles		
	Dorrance, H. T.		
	Ernest, Charles G.		
	Ladd, Geo. S.		
	Sargent, H. S.		
1867.....	Baggs, W. M.	Newell, Sidney...	Hickman, L. M. (h)
	Belding, Charles.....	Birdsall, Rev. E. (i)	
	Dorrance, H. T.....	Orr, N. M. (j)	
	Ernest, Charles G.		
	Ladd, Geo. S.		

(a) Was superintendent and teacher at the same time. (b) Resigned in November. (c) Elected November 2nd. (d) Ordinance passed giving the president a casting vote, and increasing the trustees to four. (e) Resigned September 14th. (f) Elected November 6th. (g) Trustees by law increased to six. Elected in May, took their seats in September. (h) Resigned May 1st; elected mayor. (i) Elected May 1st; resigned September 9th. (j) Elected September 9th.

The Stockton Schools

Year.	Name.	Secretary.	Superintendent.
1868.....	Belding, Charles	Newell, Sidney.....	Orr, N. M.(a)
	Cottle, Melville.....		Ladd, Geo. S.(b)
	Ernest, C. G.		
	Hickman, L. M.		
	Newell, Sidney		
	Taylor, H. W. (c)		
1869.....	Burton, C. O.	Newell, Sidney.....	Ladd, Geo. S.
	Dorrance, H. T. (d)		
	Ernest, C. G.		
	Kalisher, E. D.		
	Newell, Sidney		
	Yates, L. E.		
1870 (e)	Dorrance, H. T.(f)	Newell, Sidney.....	Ladd, Geo. S.
	Ernest, C. G.		
	Gall, A.		
	Cottle, Melville		
	Mills, J. T.		
	Newell, Sidney		
1871.....	Chaplin, C.	Newell, Sidney.....	Ladd, Geo. S.
	Gall, A.		
	Mills, J. T.		
	Newell, Sidney		
	Orr, N. M.		
	Thorndike, Dr. A.		
1872.....	Ernest, C. G.	Newell, Sidney.....	Ladd, Geo. S.
	Gall, A.		
	Kalisher, E. D.		
	Mills, J. T.		
	Newell, Sidney		
	Smith, George F.		
1873.....	Baggs, W. M.	Newell, Sidney.....	Ladd, Geo. S.
	Ernest, C. G.		
	Hall, H. E.		
	Kalisher, E. D.		
	Smith, Geo. F.		
	Thresher, M. S.		

(a) Resigned in September. (b) Elected September 7th. (c) Elected March 2, 1869, in place of Edward Moore, who failed to qualify. (d) Elected to fill vacancy, H. S. Sargent refusing longer to serve. (e) Trustees and superintendent elected by the people in each May election. They held office for two years. (f) Resigned May 3, 1871, and the Council appointed Dr. A. Thorndike to fill the vacancy.

Year.	Name.	Secretary.	Superintendent.
1874.....	Baggs, W. M. Hall, H. E. Hopkins, Col. D. Morse, Rev. S. B. Thresher, M. S. Wilbur, I. R.	Newell, Sidney.....	Ladd, Geo. S.
1875.....	Fraser, P. B. Hopkins, Col. D. Leffler, I. V. Morse, Rev. S. B. Thresher, M. S. Wilbur, I. R.	Newell, Sidney.....	Ladd, Geo. S.
1876.....	Baggs, W. M. Fraser, P. B. Leffler, I. V. Morse, Rev. S. B. (a) Thresher, M. S. Wilbur, I. R.	Newell, Sidney.....	Ladd, Geo. S.
1877.....	Baggs, W. M. Bagley, B. F. Leffler, I. V. Mills, J. T. Perkins, C. E. Wilbur, I. R.		
1878.....	Badger, Joseph (b) Bagley, B. F. Littlehale, James (c) Mills, J. T. Perkins, C. E. Smith, J. W.	Newell, Sidney.....	Ladd, Geo. S.

(a) Resigned July 31, 1877. Council appointed I. V. Leffler to fill the vacancy. (b) Appointed by Council in March to fill the vacancy caused by the death of James Littlehale. (c) Died in February, 1878.

Year.	Name.	Secretary.	Superintendent.
1879.....	Arnold, Fred (a) Yardley, John (a)	Newell, Sidney.....	Ladd, Geo. S.
1880.....	Arnold, Fred Bagley, B. F. Campbell, C. A. Norris, H. C. (c) Smith, J. W. Yardley, John	Johnson, E. W., Crawford, Dr. S.P.(b)	
1881.....	Campbell, H. R. Cutting, L. M. Leffler, Samuel Thresher, M. S. Woolsey, Wm. Yardley, John	Johnson, E. W....	Crawford, Dr. S. P.
1882.....	Andrews, John H. Campbell, H. R. Cutting, L. M. Leffler, Samuel Taylor, Hugh W. Reibenstein, Rich'd R.	Johnson, E. W....	Crawford, Dr. S. P.
1883 (f)	Andrews, J. R. Cutting, L. M. Harrison, Wm. (g) Leffler, Samuel Lindley, Curtis H. Smith, J. W. Wright, A. B. Reibenstein, R. R.	Clowdsley, W. F...	Crawford, Dr. S. P.
1884.....	Cutting, L. M. Earle, Geo. A. Lindley, C. H. Leffler, Samuel Newell, Sidney Sullivan, J. M. Smith, J. W. Wright, A. B.	Clowdsley, W. F...	Crawford, Dr. S. P.

(a) Took their seats in May, 1879. (b) Elected in May, 1880.
(c) Resigned September 6th. I. R. Wilbur appointed by Council to fill the vacancy.

(d) Appointed August 20, 1882. (e) Appointed December 30, 1882. (f) Wards increased to four. (g) Resigned. A. W. Simpson appointed by Council to fill the vacancy.

Year.	Name.	Secretary.	Superintendent.
1884-86(a)	Cross, Dr. L. E.	Pritchard, V. P.	Richardson, J. E. (b)
	Earle, Geo. A.		
	Doan, L. E.	Leadbetter, W. R. (c)	
	Easton, A.....	Leadbetter, W. R. (d)	
	Havens, Henry		
	Newell, Sidney		
	Pritchard, V. P.		
	Cutting, L. M.		
1886-88(e)	Campbell, H. R.....	Laning, Frank	
	Leffler, Samuel		
	Keniston, C. M. (f)		
	Ladd, Geo. S.		
	Long, W. A.		
	Newell, Sidney		
	Woolsey, W.		
	Young, Dr. J. D.		
1888-89..	Campbell, H. R.....	Leadbetter, W. R.	
	Cloudsley, W. F. (g)		
	Dorrance, H. T.		
	Grunsky, Otto		
	Ladd, Geo. S.		
	Moore, C. C.		
	Tretheway, W. H.		
	Leffler, Samuel		
1889-91(h)	Aubry, A. E. (i).....	Leadbetter, W. R. (j)	
	Cutting, L. M. (k)		
	Keniston, C. M. (k).....	Leadbetter, W. R.	
	Wilhoit, R. E. (k)		
	Turner, Geo. C. (i).....	Barr, James A. (l)	

(a) The members of the board now took their seats in December, and held office for two years. (b) In office two months. (c) City attorney gave it as his decision that the superintendent was ex-officio secretary of the board. (d) Contested the election—court decided in his favor in February, 1884.

(e) Now organized in January, and one trustee from each ward annually elected. (f) Resigned August 31, 1887. (g) Resigned May 2, 1889; the Board elected A. E. Aubry to fill the vacancy. (h) The Board of 1888-9 held office from January, 1888, until September 9, 1889, because of the Freeholder Charter. The Board now consists of five members, and holds office for four years. (i) The first directors from the First and Third wards held office for two years only. (j) The superintendent is now elected by the Board, and holds office for four years (State law). He is also the secretary of the Board, and has all the privileges of a member of the Board, except the right to vote. (k) Held office four years. (l) Elected October 14, took office October 19, 1891.

Year.	Name.	Secretary.	Superintendent.
1891-93..	H. C. Holman.....		Barr, James A.
	L. M. Cutting		
	C. M. Keniston		
	R. E. Wilhoit		
	Geo. C. Turner		
1893-95..	H. C. Holman.....		Barr, James A.
	E. W. S. Woods		
	Geo. C. Turner		
	A. R. Bogue		
	S. A. Kitchener		
1895-97..	H. C. Holman.....		Barr, James A.
	E. W. S. Woods		
	C. J. Jones		
	A. R. Bogue		
	S. A. Kitchener		
1897-99..	Mrs. L. Clare Davis.....		Barr, James A.
	H. C. Holman		
	E. W. S. Woods		
	C. J. Jones		
	A. R. Bogue		
1899-1901—	Mrs. L. Clare Davis.....		Barr, James A.
	E. E. Tretheway		
	E. W. S. Woods		
	Geo. F. Schuler		
	A. R. Bogue		
1901-03..	Mrs. L. Clare Davis.....		Barr, James A.
	E. E. Tretheway		
	E. W. S. Woods		
	Geo. F. Schuler		
	J. M. Kile		
1903-05..	Mrs. L. Clare Davis.....		Barr, James A.
	A. P. Tatterson		
	E. W. S. Woods		
	F. A. Cramblitt		
	J. M. Kile		

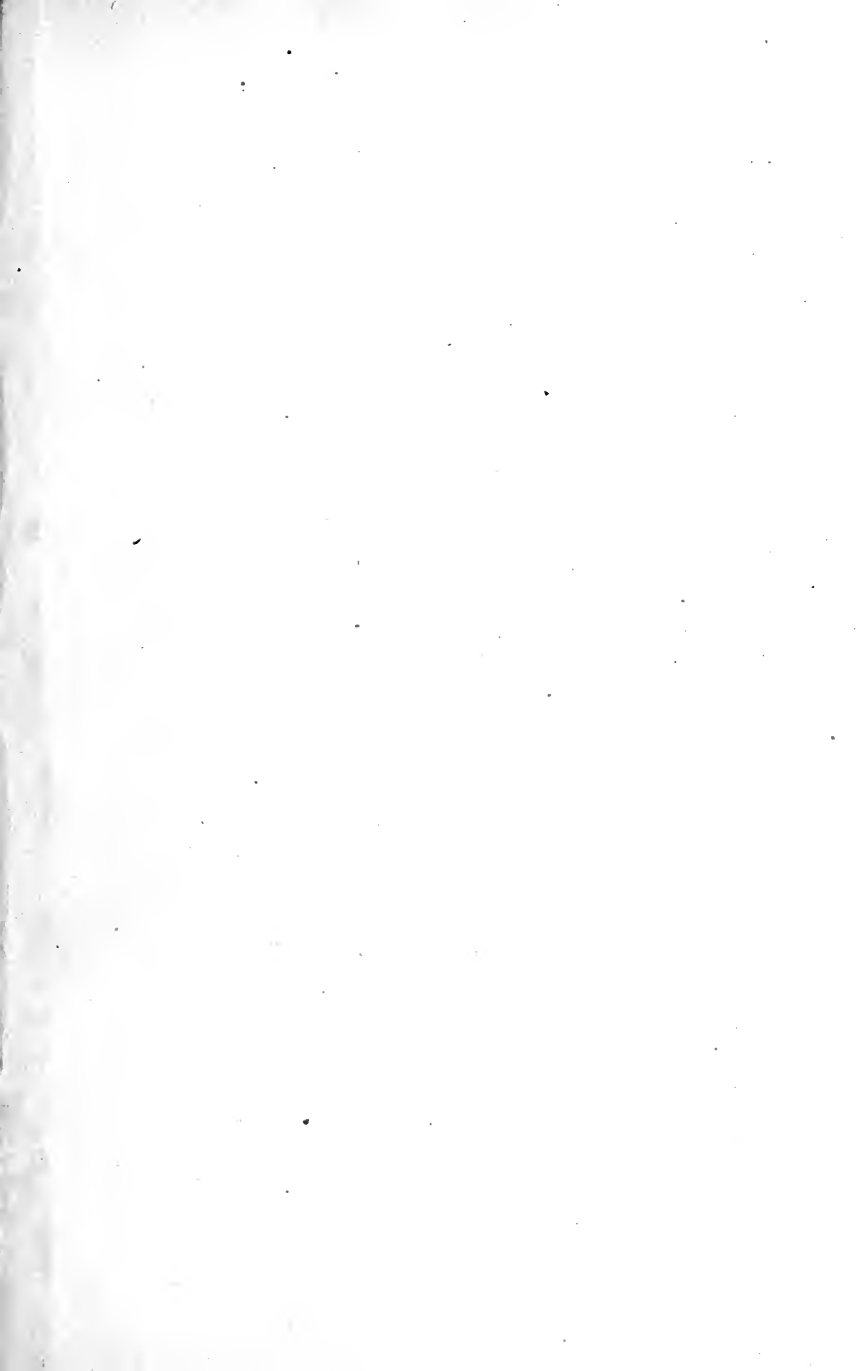
Year.	Name.	Secretary.	Superintendent.
1905-07..	Mrs. L. Clare Davis.....		Barr, James A.
	A. P. Tatterson		
	(a) Otto Grunsky		
	F. A. Cramblitt		
	(b) O. W. Lehmer		
1907-09..	Mrs. L. Clare Davis.....		Barr, James A.
	(c) C. H. Campbell		
	A. P. Tatterson		
	(c) A. J. Turner		
	(c) Dr. F. R. Clarke		
1909-13..	Mrs. L. Clare Davis.....		Barr, James A.
	M. J. Henry		
	C. H. Campbell		
	A. J. Turner		
	Dr. D. F. Ray		

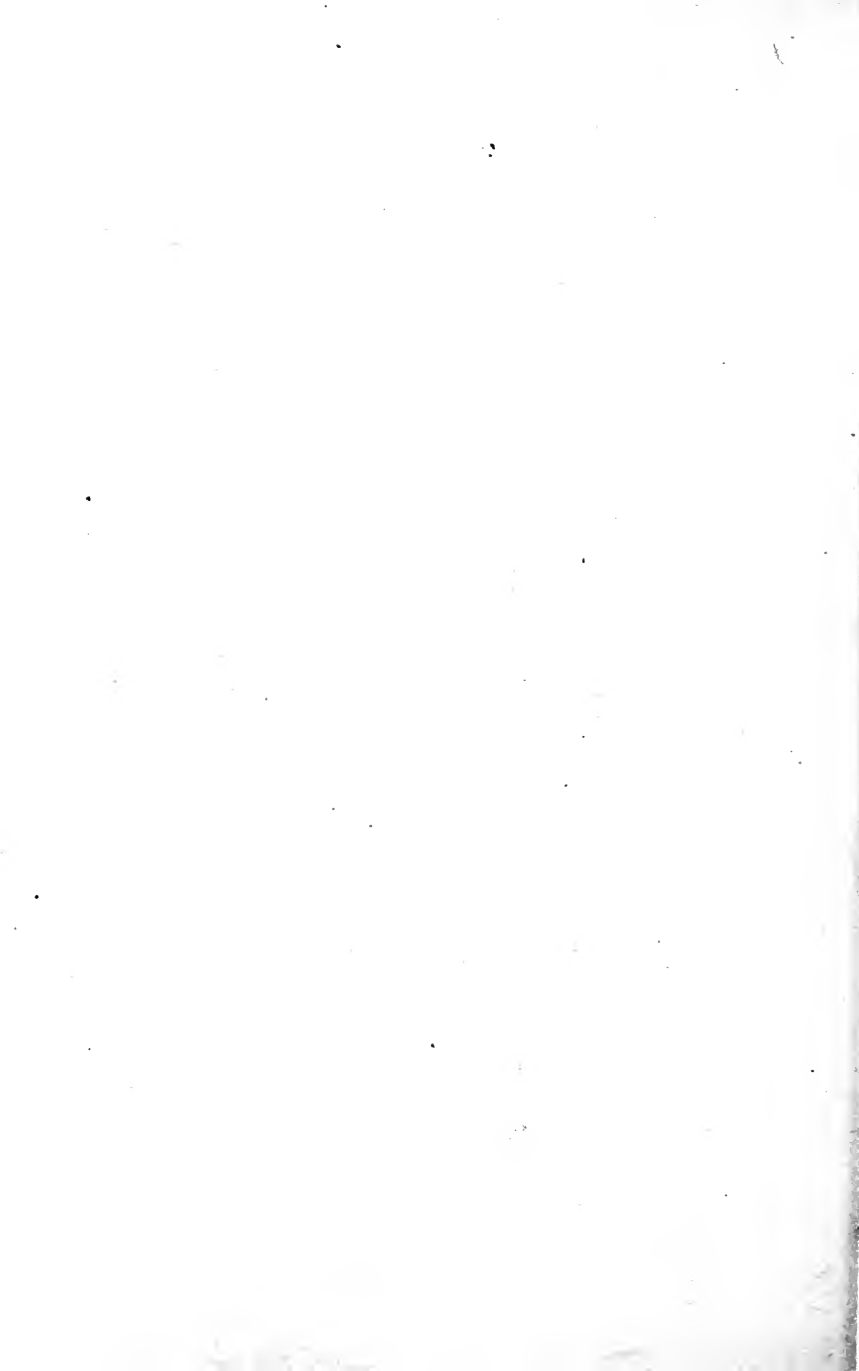
(a) Resigned September 10, 1907; on October 2, 1907, the Board elected A. P. Tatterson to fill the vacancy.

(b) Resigned October 4, 1906; the Board elected Dr. H. E. Sanderson to fill the vacancy.

(c) By an amendment to the charter ratified by the electors on May 19, 1903, and approved by the Legislature January 24, 1905, the terms of members of the Board of Education were so changed that all end at the same time. Under this amendment Messrs. Campbell, Turner and Clarke were elected for a term of two years.







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